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ABSTRACT

The Employers' Child Care Alliance, a group of major employers in Lee County, Alabama, developed the "Bridges" program, an innovative program for children ages 10-14 during out-of-school time. The program focuses on the growth of the whole child, specifically in areas not traditionally focused on in school, such as creative development, cultural awareness, community service, and career exploration. This program guide presents administrative and resource materials from the program to allow other communities to learn from the experience and possibly "fast track" some type of "Bridges" program for young people who are usually considered too old for typical child care, but for whom the risks of unsupervised time are great. Following an executive summary, the guide presents general information about the "Bridges" program, including goals and rationale. The remainder of the guide's first half presents information in the following areas: (1) getting started, including state licensing and national accreditation; (2) costs and funding; (3) staff; and (4) recruiting families, including a sample enrollment packet. The second half of the guide presents resources: (5) program basics, such as effective communication and supervision; (6) curriculum including sample after-school and full-day schedules; and (7) program activities ideas. The final chapter of the guide is the "First Look" volunteer leader training guide. The guide's appendices include a report from the U.S. Department of Education and Department of Justice, "Safe and Smart, Making the After-School Hours Work for Kids"; the Employers Child Care Alliance Child Care Survey and Lee County Community Needs Assessment, conducted prior to development of the "Bridges" program; and another U.S. Department of Education brief, "Keeping Schools Open as Community Learning Centers: Extending Learning in a Safe, Drug-Free Environment Before and After School." The guide concludes with a set of reproducible forms from the "Bridges" program. (HTH)

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ALABAMA BRIDGES

PROGRAM MANUAL

ADMINISTRATIVE AND RESOURCE GUIDES

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Alabama BRIDGES Program Manual

Administrative and Resource Guides
A Comprehensive Model for a Program of Care and Supervision
of Older Children and Young Adolescents in Out-of-School Time

The BRIDGES program was developed by the Employers' Child Care Alliance, a group of major employers in Lee County, Alabama, whose stated mission is to identify and address the child care concerns of the workforce. In response to what working families indicated as critical needs, this group (with the assistance of Child Care Resource Center) launched (4) major child care projects in October 1996, including BRIDGES.

With no experience, limited funding, and little to guide the group, they developed and implemented a successful summer program specifically for this vulnerable age group. The full-day program was piloted in the summer of 1997 and adapted as after-school programs the following year.

Through a collaborative effort with the Alabama Civil Justice Foundation and Alabama Trial Lawyers for Children, a matching grant was awarded by the Points of Light Foundation to revise program materials for replication by other communities. The materials describe a program that has been successful in Lee County, AL and may well be useful to others attempting to offer programs for this often neglected age group. The loose-leaf manual is divided into administrative and resource guides. The Administrative Guide contains information about program development from its inception, through the planning and evaluation phases. The Resource Guide provides specific information about program design, program philosophy, appropriate activities, including forms and enrollment materials.

The purpose of the materials is to allow other communities to learn from this successful experience so that they may "fast track" some type of BRIDGES program for young people who are usually considered too old for typical child care, yet for whom the risks of unsupervised time are great.

Copies of the Program Manual may be purchased from:

Alabama BRIDGES
Employers' Child Care Alliance
3766 Pepperell Parkway (334) 749-8400
Opelika, AL 36801 FAX (334) 749-9398
Cost: $100 plus shipping

ALABAMA BRIDGES

Program Manual

A Comprehensive Model for a Program of Care and Supervision of Older Children and Young Adolescents in Out-of-School Time

Employers' Child Care Alliance
BRIDGES Project
Lee County, Alabama

Project Staff:

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To order additional copies, call (334) 749-8400 or write to the address above.

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East Alabama Medical Center
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Employment Resources
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Through the development and revision of the enclosed materials, several individuals and groups have made important contributions:

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Alabama Department of Economic and Community Affairs.

EXECUTIVE SUMMARY

In 1994, through information obtained by the Employers' Child Care Alliance from a survey of working families, the need for quality programs for the care and supervision of older children and younger adolescents was identified as a critical need in Lee County, Alabama. As a collaborative of employers committed to identifying and addressing the child care needs of the workforce, this group began looking for ways it could assist with such programs.

As further indication of the need, a local community-wide needs assessment revealed several areas of concern related to older children and young adolescents. An analysis of juvenile court records in Lee County indicated that the majority of young people involved with the juvenile justice system were under the age of 14 -- a surprising statistic to many. And, the need for such programs was becoming a priority throughout the nation as a body of research emerged correlating the lack of supervision during out-of-school time with poor outcomes for children and youth.

However, the BRIDGES committee of the ECCA, in consultation with a group made up of representative of schools, churches, employers, child care providers and other child and family advocates, came up with no easy answers. The original idea was to identify agencies or providers who could most easily adapt current programming or add such a component. An important belief of this group is that resources are limited, and they had no desire to "reinvent the wheel" or to detract from any existing programs. But, we discovered that although several agencies offered some types of programs, they were not considered a solution for working families because they were not full day, full time in the summer; they were come-and-go activities or inconsistently scheduled programs; and none was designed specifically for this age group.

And, though some indicated an understanding of the need for such programs and the willingness to pursue developing them, there was not much to guide the group. Initial research turned up little in the way of concrete materials to guide the development of programs specific to young people ages 10 to 14 years. Most of the school-age materials were developed for children 8 years and younger or were otherwise unsuitable for a program of care in out-of-school time as envisioned by the ECCA.

Other barriers identified in the early planning stages were simple facts: child care centers typically relied upon by working families to care for their children while they work seemed ill equipped and not particularly disposed to caring for older children; though parents expressed a need and desire for quality programs, their willingness to pay full time fees (after being relieved of the costs of child care when their children entered school) was questionable; and lastly, young people in this age group often balk at the idea of a "child care" situation, particularly if they have been on their own for a period of time.

Additionally, funding was an early issue, as is the case with most innovative initiatives. And, though the employers forming the alliance committed themselves to fully funding their projects, this was only one of four major projects being launched by the ECCA in October 1996. But, the ECCA, unlike many groups who have great intentions and noble beginnings, they were also committed to "doing something" and seeing their plans implemented.

With all of their projects, but especially with the BRIDGES program, developing meaningful partnerships with several diverse entities would be necessary for success. This consortium of employers was formed on this basis (doing together what none can accomplish alone), but the job of forging effective partnerships that involve long-lasting commitment to a common goal is the hardest work that has been done. With issues of scarce funding, territoriality, mistrust, and misunderstanding when groups approach a common problem from many diverse angles, it is not surprising that this is a time-consuming and delicate process.

So, with limited resources and more questions than answers about the type of programs that would be successful, this group of 15 employers and its manager, with the assistance of Child Care Resource Center, began the planning phase with a goal of operating a full-time program in the summer of 1997. As a first step after the initial fact-finding stage, the group contracted with the Department of Family and Child Development at Auburn University to develop a program and curriculum guide to be used in the pilot program. Its purpose was to provide the framework and resource materials for setting up a program and has been a "work in process" ever since.

The enclosed materials are the result of additions and expansion of that original document, and many associated with the BRIDGES program have contributed. Since the summer pilot in 1997, the program was adapted for after-school use and was again extensively revised and expanded after the summer 1998 program.

Through a collaborative effort with the Alabama Civil Justice Foundation and Alabama Trial Lawyers for Children, a matching grant was awarded by the Points of Light Foundation to revise program materials for replication by other communities in Alabama. In January 1999, diverse communities participated in an Exploratory Conference for the purpose of learning about the Lee County program, studying the materials and resources developed, and determining the need and desire to develop similar programs in their communities. In addition, up to 5 community groups would be eligible for start-up grants provided by the ACJF through the Points of Light grant.

The enclosed materials have been used successfully in the Lee County BRIDGES programs, and may well be useful to others attempting to offer programs to this often neglected age group. On-site training and technical assistance may also be offered to interested communities.

The guide has two major sections, administrative and resource, and is in the loose-leaf format because it is constantly being revised and having new material added. We continue to learn what works, what doesn't, and our everyday experience with young people has taught us that flexibility and adaptability are key ingredients of a successful program. It is our hope that you will find useful materials here that will allow your community to learn from our experience and "fast track" some type of BRIDGES program for young people who are too old for typical child care, yet considered by most of us too young to be left unsupervised during these critical formative years.

Gail B. Piggott, M.Ed.
Manager, Employers' Child Care Alliance
December 1998

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MISSION

To provide a program that will assist older school-age children as they cross the "BRIDGES" from childhood to adolescence and from group care to self-care. The program will also focus on building "BRIDGES" with community resources.

VISION

The Bridges program will provide an innovative program for children ages 10-14 during out-of-school time that focuses on the growth of the whole child, specifically in areas not traditionally focused on in school, such as creative development, cultural awareness, community service, and career exploration. The program will meet the needs of the children, the parents, the community, and the caregiver.

Children will consider the program to be fun, appealing and attractive. Parents' needs will be met by providing supervised activities for their children during the hours that they are unable to be home, as well as supporting the parent's goals of raising well-rounded, safe and healthy children. The community will benefit from the program in several ways.

First, the number of unsupervised young teenagers on the streets after school will decline, therefore potentially reducing loitering, vandalism, and other juvenile crimes. Second, community activism will increase, in part due to the focus on adolescents giving back to the community in ways such as adopting a road to clean up, planting flowers, or operating a call-in program for latch-key children through *First Look*, a community service program.

Caregivers will undergo extensive training on working with this age child and will be provided with many curriculum ideas from which to choose, facilitating a positive, fun program supported by activities designed to meet the developmental needs of the older school-age child.

Community resources will be utilized in various ways. A mentoring relationship between a child and an adult in the community will be encouraged, based upon the interest of each child. The program will operate on the belief that a high quality activity program is conducive to the development of skills such as critical thinking and responsible decision-making in older children and young adolescents. The program will also serve as a model for other communities to emulate, specifically by providing training and materials needed for the start-up of similar programs.

GOALS

*Provide a quality program of care for children of working families

*Meet or exceed the standards of quality set by the National School-Age Care Alliance (NSACA)

*Provide a well-rounded curriculum designed around the following areas of interest:
    self-awareness/ identity development
    self-help
    hobbies/sports/special interests
    career exploration/skill development
    community service and awareness

*Provide a caring, highly motivated staff that is well trained in the areas relating to late childhood/early adolescence

*Provide an environment that is safe, relaxing, and stimulating, that is designed specifically for this age group

*Provide a schedule that is structured, yet flexible, with the majority of time reserved for free choice activities and ample opportunity for peer interactions

*Recognize that each child is an individual with skills to offer and needs to be met

*Provide parents with detailed information about the program and their child's specific activities

*Provide a wide variety of high quality program materials designed specifically for this age group

✱Provide activities that are well-balanced, challenging, interesting and relevant to this age group, selected through planning and goal setting by each child

✱Provide smooth transitions from school to program, allowing children to participate in after school activities (music, sports, Scouts)

✱Prepare children for self care by allowing them the opportunities to learn the relevant skills in a safe, supervised setting

Why Do We Need Quality Out-of-School Time Care for Older Children and Young Adolescents?

Quality out-of-school time care for older children and young adolescents (ages 10-14) is recognized by both professionals and parents as a major issue affecting families today. There is a wealth of literature concerning quality preschool care and a lesser amount on the needs of younger school-age children (ages 6-9). However, very little has been written about the needs of older children and younger adolescents. Literature on school-age care rarely differentiates between the 6-year-old and the 14-year-old school-age child.

Research on child care specifically focused on the school-age child is comparatively very limited considering the large number of children in this age range who need child care. In 1994, 67% of 6- to 17-year-old children had both parents or their only parent in the work force (Center for Research on Women). In Lee County, Alabama, the 1990 census showed that nearly 70% of all children had both or their only parents in the workforce. As many as 24 million school-age children are in need of child care (National Institute on Out-of-School Time, 1997). As increasing numbers of mothers with school-age children enter or return to the work force, they will need to make child care arrangements for their children.

Although parents may have different reasons for wanting child care for their school-age children, the growing need for these programs is widespread. Some parents view child care as a means to provide enrichment for their 10- to 14-year-olds, while others see it as a recreational outlet. But, for many parents, school-age child care is a vital necessity -- one that is not only a present need, but for which great future growth is anticipated. "Child advocates predict that the demand for after-school programs will increase because of the new federal welfare law, which requires mothers to work if they want to continue receiving public assistance (School-Age Child Care Project, 1995)." Other factors have spurred a tremendous increase in the number of families where both parents are in the work force.

The need for school-age child care programs is not only important for parents, but for their children as well. Regardless of maternal employment, the activities children engage in during non-school hours affect school achievement and long-term success. The quality of activities and supervision is more important than parental income or education in determining academic success (School-Age Child Care Project, 1995).

A related fact is that children spend more time watching television (a favorite activity of latch-key children) than in any other activity. While television viewing is not necessarily harmful to children, watching more than three hours a day and/or watching programs with violent content may increase the likelihood of negative outcomes (School-Age Child Care Project, 1995).

Many parents allow their older children to return home after school and wait for a parent to arrive home from work in a latchkey arrangement. It is very difficult to determine the actual number of children who come home to an empty house after school. Parents might not want to tell the truth for fear of reprisal and children are often told not to tell others of their arrangement. There is also a problem with the definition of the term "self-care" -- factors include the duration and frequency of time alone.

Several studies have shown that children in self-care are more likely to engage in risk-taking behaviors such as truancy, poor grades, substance abuse, criminal behavior, sexual experimentation and to experience overall stress (National Institute on Out-of-School Time, 1997) and, juvenile crime data affirms the need for quality school-age care. The peak hours for juvenile crime are 3 p.m. to 8 p.m. (National Institute on Out-of-School Time, 1997). In Lee County, Alabama, Juvenile Court records reveal that the average age of a child's first involvement with the justice system is 14 years.

Children are also at an increased risk for becoming victims of violent crimes, including murder, rape, robbery and assault during these hours (U.S. Department of Education and U.S. Department of Justice, 1998). Clearly there is a great need for high quality, organized programs for this vulnerable age group.

Studies have shown that there are also many benefits for children in supervised care. Posner and Vandell (1994) found that children participating in after-school programs had better peer relations and emotional adjustment and made better grades in school and conduct than those in different child care arrangements. Investing in programs that serve children during the out-of-school hours builds young people's self-esteem and can enhance their experiences in school as they grow into young adults (School-Age Child Care Project, 1995). It is evident that school-age child care programs provide positive outcomes not only for children and their families but to the rest of society, as well. Making an investment now in the lives of America's children can help insure a better future for America's communities.

What Is Quality School-Age Child Care?

Standards of quality child care are well-defined in the literature for preschool-age programs (Bredekamp, 1989). However, very few such guidelines exist for school-age programs, and standards for group care of 10- to 14-year-olds are virtually nonexistent. The available literature consists mainly of source books for caregivers that focus on ideas, themes, arts and crafts, and games (Bender, Elder and Flatter, 1984; Hawkins, 1987). The vast majority of these source books are written primarily for leaders of young school-age children (ages 6-9).

Recently, individuals and organizations have begun to take an interest in the well-being of the children who participate in after-school programs. Organizations such as Project Home Safe and the Wellesley School-Age Child Care Project, among others, have produced manuals and guides for professionals interested in school-age child care. These guides explain and give examples of standards of quality for center based on school-age day care for children ages 6 to 12 years.

Providing supervision, offering enriching experiences and positive interactions, and improving academic achievement have been identified as major functions of after-school programs (U.S. Department of Education and U.S. Department of Justice, 1998).

Quality of care has consistently been linked to particular structural and interactional aspects of child care for all ages. Structural features include health and safety standards, group size, ratio, caregiver training, and available space and equipment (Albrecht, 1991; Albrecht and Plantz, 1991; Bredekamp, 1989; Browne-Miller, 1990; Endsley and Bradbard, 1981; Hayes, Palmer and Zaslow, 1990; Kisker and Maynard, 1991; Zigler and Lang, 1991).

While structural aspects are essential, the interaction between caregiver and child is the heart and soul of a high quality program (Zigler and Lang, 1991).

There is no common definition of quality care used consistently in the literature. Perhaps, this is because there are so many aspects of a quality program. It should be noted, however, that a program does not necessarily have to have every aspect mentioned to be labeled a high quality center.

The National School-Age Care Alliance (NSACA) has specified 36 keys of quality. These keys are grouped into six categories, which include human relationships; indoor environment; outdoor environment; activities; safety, health and nutrition; and administration.

A detailed brochure is included in the back of the manual, and you may obtain additional information by contacting the

National School-Age Care Alliance at

1137 Washington Street, Boston, Massachusetts 02124
telephone: (617) 298-5012 fax: (617) 298-5022
e-mail: staff@nsaca.org, web: www.nsaca.org

High quality programs emphasize the freedom of the child to choose the activities in which he/she wishes to participate. Other aspects of high quality programs include a non-sexist approach; a cooperative, noncompetitive environment; providing opportunities for initiative; supporting children's sense of competence and peer associations; involving adults appropriately; complementing programs offered by schools; emphasizing recreational activities; and involving children in community activities (NSACA, 1998). These criteria help to provide a smooth transition from day care to self care.

The measure of a quality program is flexible structure with appropriate activities that meet children's developmental needs. There should be opportunities for healthy social, emotional, physical, and cognitive growth. The program should promote a healthy self-image in children and allow them independence and self-direction appropriate to the individual. A responsive curriculum is one with an underlying structure. A relaxing yet stimulating environment in which children are free to make choices and develop relationships with peers and adults should be available. Because standards of quality are limited for programs designed specifically for older school-age children, one must assume that high quality care is built upon the above standards regardless of the age of the child (NSACA, 1998).

Developmental Needs and Characteristics of Older Children and Young Adolescents

The developmental needs of school-age children are quite different from those of preschool children (Hayes, Palmer and Zaslow, 1990). For example, while young children are mastering large motor coordination, school-age children have proceeded to fine motor development. Older children require more time in unstructured activities than do preschoolers. After an intense school day, many children prefer to simply unwind with a few close friends rather than be involved in structured learning activities (Albrecht and Plantz, 1991).

This unstructured time can be valuable and productive for learning social skills, forming attitudes and values, and developing a healthy self-image (Albrecht and Plantz, 1991; Alexander, 1986). Studies have shown that children who attend school-age child care programs while their parents are working experience positive developmental effects including spending more time in academic activities and enrichment, exposure to more learning opportunities, and spending less time watching television (Hofferth, Brayfield, Diech, and Holcomb, 1991).

Children between the ages of 10 and 14 are facing changes in all developmental areas: physical, cognitive, social, and emotional.

Physically, they are beginning the process of puberty. They might be feeling awkward and uncoordinated. Sexual feelings are also starting to develop. They usually have an extreme amount of energy and enjoy physical challenges. Pre-adolescents (10-12) may be unconcerned and careless about their appearance, however young adolescents (12-14) usually care a great deal about the way they look, often spending much time in front of a mirror.

Cognitively, they are moving from concrete thinking to a more abstract form of thinking. They begin to use skills such as reasoning, classifying, and categorizing. They need time and space to explore ideas and develop interests.

Socially, they are increasingly concerned about peer acceptance. The influence of peer culture often seems to overtake family culture. Emotionally, they are faced with the hormonal changes accompanying puberty. Extreme mood swings are often experienced (Bender et al., 1984).

As caregivers and leaders of this age group, we face an immense challenge in developing a developmentally appropriate curriculum. Because children mature at vastly different rates, a developmentally appropriate program must meet the needs of many different developmental levels. (There is often a big difference in the needs and interests of a 10 and a 14 year old!)

However, there are several overarching concepts that meet the needs of the majority of 10 to 14-year-old children.

Investing in out-of-school time programs boosts children's self-esteem and can enhance school experiences. Quality programs may be the antidote to the violence and despair faced by today's youth (Seligson, 1995). The following chart shows how we, as caregivers, can support the development of this age group in all areas.

TO SUPPORT AND ENHANCE:	**WE NEED TO:**
Physical development	*Provide outdoor play structures designed specifically for this age group *Provide balls, hoops, ropes and other equipment designed to increase large motor coordination *Provide many opportunities to enhance fine motor development through the use of small manipulatives *Provide a balance between large motor activities and rest/ relaxation times
Social/emotional development	●Provide time for formal and casual peer interaction

Social/emotional development	●Provide a means for comfortably expressing feelings ●Provide instruction in social skills such as effective communication, being a leader among peers and making good decisions
Cognitive development/critical thinking skills	✏Provide a well-stocked library of resources/books ✏Provide access to computers equipped with Internet capabilities, cognitive or skill-based games and an encyclopedia program ✏Provide stimulating field trips ✏Develop the curriculum around the project approach to learning, where children are expected to be problem solvers
Self-exploration and definition	☼Provide the opportunity to explore many careers ☼Provide activities designed for building self-awareness and identity
Self-help skills development	☞Provide an instructional component of skill-based activities designed for the preparation for self-care

Creative expression and development	✤Provide ample materials for self-expression (art supplies, clothing, fabric for making costumes, musical instruments)
Cultural/community/other awareness	❀Through *First Look*, provide opportunities for community service ❀Provide an attitude of respect for differences in appearance, values and beliefs
Career skills and options	✿Arrange a mentoring relationship between a child and an adult in the child's desired field ✿Teach basic skills necessary for workplace functioning (using a computer, filing, locating resources, telephone skills)

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More current information was published in July 1998 and is included in Appendix A. Please refer to the document "Safe and Smart, Making the After-School Hours Work for Kids" offered through the combined resources of the Attorney General's office and the U.S. Department of Education.

Program Evaluation-How Well Have We Met Our Goals?

Input from all partners has been used to evaluate our program and to constantly assess our effectiveness in reaching stated goals. The ECCA BRIDGES committee meets monthly to review program reports, evaluate program results, and make decisions about revisions. There is also a process to get regular input from parents and youth, and the NACCRRA grant has a strong evaluation component that requires constant reporting and evaluation.

An example is provided in the results of a parent survey which follows. Completed after 4 weeks of the summer program, it (along with input from other partners) led to several changes and improvements in the program.

Summer 1998 Parent Survey Average of Responses:
On a scale of 1 (Less Than Satisfactory) to 5 (Excellent)

Staff courtesy and effectiveness	5-
Organization	4-
Activities	3+
Food	3-
Field Trips	3+
Overall	4

Sample of Comments: *Our child has really enjoyed the program. I like the structure of the program. I wish I could send my child part time. I will send him back next year. What happened to the library? We feel it should be included every other week. We don't agree with so much fast food. The waterpark is overdone.*

Lessons Learned

Based on our original plans and early experience in the Lee County BRIDGES program, the administrative and resource guides are designed around the following ideas:

*all children in this age group (approaching adolescence) are "at risk": this is the time of important decision making and too often early experimentation with risky and dangerous behaviors

*children in this age group are in the process of learning to be independent and to manage themselves responsibly; therefore, they do need guidance and supervision during the times when a parent is not available

*many children do not need an "extended day" of school, but simply need a safe environment where they can pursue productive activities and interests complementing the school experience

*it is important to help young people develop the skills, knowledge, and behaviors that will help them move successfully from "child care" to "self care"

*helping young people develop self awareness, self discipline, and a sense of community responsibility can be positive outcomes of a successful program

*assisting young people in the planning and development of program activities is one of the easiest and most effective ways to insure a successful program -- they need this autonomy

*the training and effectiveness of the staff in relating to this unique age group is a critical component of a successful program *where and what type of facility used is not as important as the freedom to arrange and decorate the space so that there is a sense of ownership and belonging

*successful programs can be implemented with limited cash outlay if effective partnerships are developed between various community entities

PARTNERS AND GOVERNANCE

The ECCA functions as an advisory board to Child Care Resource Center, Inc. (CCRC), a private non-profit agency which serves as the child care management agency for a 5-county region. The projects and staff of the ECCA come under this umbrella agency, but the ECCA partners actually govern them. The group meets monthly and has an executive committee and three standing committees and has agreed upon a simple governance mechanism (example follows). The association between CCRC and the ECCA has been a near perfect fit -- the ECCA brings to the agency the resources and ability to address issues previously ignored. And, the agency is the perfect place to house the initiatives because of shared mission and goals, expertise in child care, and other resources provided.

Having the ECCA even "come into being" quickly and with available funding was only possible because of the connection with Child Care Resource Center. Through the partnership, each partner benefits, the chances of duplication of effort and inefficient use of scarce resources is minimized, and common goals have been realized.

For no other reason than cost savings, it is recommended that BRIDGES programs be developed by partnerships that can exist under the umbrella of an existing successful agency that serves the same clients/population, has similar goals, and has the capability, experience, and stability of leadership to add such a component to its programs.

But, no matter how it develops in each community, the value of capable and sustained leadership for the initiative is critical. Few partnerships or collaborative efforts succeed without a core of committed individuals who take an active leadership role. These stakeholders and funding partners must be involved from the beginning and, as in any true partnership, all must give and all must receive.

In addition, some one (or ones) must have the time, desire, and ability to keep the group focused, coordinate and organize the work of the group, and serve as its administrator. The ECCA Manager has served in this capacity for Lee County BRIDGES; however, each community must decide if a new coordinator is necessary, if staff at a partner agency can serve in this capacity, or if some other arrangement will be effective.

Remember, if there is no one ultimately responsible, little progress is likely. All partners involved in the initiative probably have full-time responsibilities within their agencies and organizations, so a coordinator must be employed or assigned to the project even from the beginning planning phase.

Employers' Child Care Alliance Operating Structure
As a Department of Child Care Resource Center

Officers are to be nominated from full membership partners by the executive committee and are approved by the entire group for a term of not less than one year, beginning October 1.

President - Guides the work of the group through the executive committee and by developing the agenda for and conducting regular monthly meetings. Serves as liaison to Child Care Resource Center Director for purposes of staff evaluation, project implementation, and oversight of all ECCA functions. Relates with manager and CCRC staff on issues that must be decided between meetings.

Vice President - (President elect) Assists President with overall operations and acts as President in his/her absence. Responsible for oversight of all financial matters of the ECCA. This is done through regular contact with the ECCA manager and the financial manager at CCRC. Also assists with development of annual budget and related recruitment, pledge solicitation, and grant writing.

Secretary - Paid staff of ECCA responsible for developing and disseminating all materials for meetings, including notices, agenda, committee outlines, and minutes.

Executive Committee - (President, Vice President, and Chairs of Standing Committees) Reviews and presents recommendations to the full group on issues related to staff, funding and financial management, ECCA development and project implementation, contracts and grants, policies and procedures, and long-range planning. Also serves as the nominating committee.

Standing Committee Chairs - Recruited by the Executive Committee to serve for not less than one year. The primary function of committee chairs is to work with the manager in project development and to insure full project implementation; conduct regular committee meetings, giving and receiving input; and insuring that committee reports of discussion and actions are presented to the secretary. Through effective committee work, this chair insures continuing member involvement.

Standing Committees: Quality, BRIDGES, Non-Standard Care

PLANNING, TIME LINE, AND START-UP

The Blueprint for Action that follows was the starting point of what developed into BRIDGES. Based on a workplace survey, the ECCA determined that care for this age group was one of four major child care concerns of working families in Lee County, and the committee set about determining how to address this concern. The need for such programs was reaffirmed by a county-wide survey conducted by the United Way. (These tools and the results of the survey instruments are provided in Appendix B).

Using the Blue Prints, the ECCA Manager began implementation of all ECCA projects in October 1996. The time line presented here indicates how the project progressed. As noted, there was no luxury of a year or two for planning -- the employers who were funding these projects expected results quickly. In fact, the ability to recruit and maintain partners in such a collaborative often depends on the early results and real progress toward goals. We believe that our experience was unique and that others should allow more planning and implementation time.

The length of time required to adequately assess a community's needs and strengths and to develop specific plans for program implementation will be determined by the "age and stage" of the group.

For some communities with well-developed partnerships and a working order established, time required will be less. But, for groups just forming and learning how to work together, the consensus building stage may well require considerable time. And, for those who are excited about a BRIDGES program and working with young people, this is a tedious and often most difficult stage of development. Spending a day with a group of young adolescents is, for some, infinitely more enjoyable and enticing than doing this time-consuming and difficult work!

However, this is an important and necessary first step to insure long-term results. Short-changing the process at this critical juncture may risk any real progress, and its importance should not be underestimated.

Consider these facets as you begin to make decisions about the leadership of the initiative, the type of organizational structure desired, and the qualities of the people leading the effort:

1) accurately defining problems, trials of building effective partnerships, and the need to generate quick success (with limited resources); and

2) forging a partnership of business, government, church, school, parents, and other family-serving organizations who commit resources (financial and human) to obtain grant funds and mobilize a force of volunteers to implement carefully developed plans for a BRIDGES program designed to meet a community's needs.

When making these first critical decisions, remember the analogy of the BRIDGE:

A bridge gets you safely to where you need to go by closing a gap; eliminates a barrier by providing a way; brings diverse people together. Without some bridges, progress is stagnated, access is denied, and opportunities are lost.

A good bridge requires careful planning and design by knowledgeable people with the right tools; it also requires the right materials and support. Without a bridge, some might be isolated; with the bridge, they cross over to success.

EMPLOYERS' CHILD CARE ALLIANCE
BLUEPRINT FOR ACTION
SUPERVISION/CARE FOR 10 TO 14 YEAR OLDS
October 1996

(The following is the original plan for what became the BRIDGES project. The research data is not the most current, and the project developed somewhat differently than was originally intended. It is offered here only as an example of a beginning plan of action).

I. Summary of Action Plan (recommendation)

To develop a quality, interactive curriculum and program guide to be used in summer, holiday, and after-school programs for young adolescent children, ages 10 to 14. The curriculum and program guide would then be piloted in a summer 1997 program to be available for 10 to 14 year olds of employees of participating ECCA employers.

II. Purpose of Action Plan (justification)

To increase the availability of quality, developmentally appropriate child care programs for young adolescents in Lee County. In an informal survey conducted by the 10-14 subcommittee of the ECCA, it was determined that developmentally appropriate programs which provide regular supervised care of 10 to 14 year olds during out of school hours and days when parents are working are virtually non-existent in Lee County.

The maximum age for attendance at child care centers is age twelve. Most child care centers feel that they do not meet the developmental needs of children between the ages of 10 and 12. In most child care settings where young adolescents (10 to 12 years old) are grouped with younger school-age children, it is difficult to provide programming that is appropriate and appealing for the entire age span.

Other than day care centers that provide care for children to age 12, several programs currently exist for children in the 10 to 14 year age group through such entities as the school systems and City Recreation Departments in both Auburn and Opelika, the Boys and Girls Clubs, and churches in the community. However, these programs do not meet the day-to-day needs of working parents for several reasons. Many of the activities are of a "come and go" nature and do not provide regular supervised care for children on a daily basis. Also, transportation to and from these activities is often difficult--if not impossible--for working parents to arrange. And some programs, such as the extended day programs through the school systems of Auburn and Opelika, are not offered beyond the elementary grades.

The issue of the availability of quality programs provided on a daily basis for young adolescents is not just a problem experienced by parents in Lee County. The School-Age Child Care Project (SACC), a nationally recognized agency whose mission is to improve the quantity and quality of school-age child care programs through collaborative work with communities and organizations, has published findings based on a 1995 study which indicate that older children are much more likely to be on their own than are younger children.

Current data suggests that less than 5% of children under age 8 are regularly in self-care (latchkey situations) compared to over 35% of twelve year olds. Approximately 1.7 million children in kindergarten through grade 8 were enrolled in 49,500 formal before-and/or-after school programs in 1991, according to the national child care survey. This study found that 83% of those enrolled in after-school programs are in the kindergarten through third grade age range. Dr. Michelle Selligson, Director of the School-Age Child Care Project since 1979, stated in a telephone interview with a committee member earlier this year that, while much progress has been seen in the area of school-age child care over the past 6 to 8 years, the specific area of SACC for 10 to 14 year olds stands at the same level of need as the total school-age child care issue did in 1989.

As evidenced by the ECCA survey, parents at work are anxious concerning the "whereabouts" and activities of their 10 to 14 year olds when they are not in school. Research published by the SACC Project indicates that parents' anxiety is well-founded. This research shows that what children do during non-school hours has a critical impact on school achievement and long-term success.

The activities in which children are engaged, as well as the quality of adult supervision they receive, is more important than income or parent's education in determining academic success. Additionally, children spend more of their out-of-school time watching television than in any other activity. Children's television viewing has been associated with lower reading achievement, behavior problems, and increased aggression.

According to one recent large-scale study, latchkey children are at significantly greater risk of truancy from school, stress, poor grades, risk-taking behaviors, and substance abuse.

III. Implementation of Action Plan

This action project will fund the services of a faculty member in the Family and Child Development (FCD) Department at Auburn University, to develop the new, interactive curriculum and program guide which would be designed specifically for use with 10 to 14 year olds. Ms. Sharon Wilbanks, who has been recommended by Dr. Marilyn Bradbard, FCD Department Head, will work on the project. Ms. Wilbanks graduated Magna Cum Laude from Auburn University in 1991 with a Bachelor's degree in Psychology. In 1993, she earned her Master of Science degree in Family and Child Development, with a strong emphasis on developmentally appropriate child care, and her thesis was in the area of school-age child care. Gail B. Piggott, M.Ed., newly employed ECCA Manager, will supervise the development of the project and be responsible for the final product, based on results of the program pilot.

In addition, they will have the advantage of available consultation from other department faculty such as Dr. Wally Goddard and a new faculty member in Adolescent Development. Ms. Wilbanks would also utilize currently available information and program resources identified by the committee. Some of these materials are the 4-H SPACES curriculum and the Scouting "Learning for Life" guide which promotes ethical decision-making, respect for others, and character building. Ms. Wilbanks would collaborate with other groups who are looking at the issues involved in working with young adolescents, such as the National School-Age Project at Wellesley College Center for Research on Women, Initiatives for Children (Corporate HANDS) in Houston, and the Center for Early Adolescence, University of North Carolina at Chapel Hill.

Beginning in early February 1997, the 10 to 14 committee, with a draft of the curriculum and program guide in hand, will begin to meet with community leaders from Auburn and Opelika to present the identified need for programs for 10 to 14 year olds, to reinforce community support, and to gain "in-kind" support for a summer pilot of the new curriculum. During the past months, committee members have already made contact with many of these community leaders from city governments, the school systems, the Chambers of Commerce, churches, and Auburn University Outreach professionals involved in youth services. These community leaders have assured the committee of their willingness and interest in meeting to address the issue of programs for 10 to 14 year olds.

The weekly fees paid by parents of children enrolled in the summer pilot program could cover the costs of staffing and regular supplies necessary for the program. Community in-kind support will need to be secured for the provision of a site and other space related costs. ECCA funds will be utilized to purchase special program supplies and equipment, which will also serve as an incentive for implementation of the pilot program. It is the expectation and intention of the 10 to 14 committee that the purchased program equipment would continue to be utilized in after-school programs, modeled after the pilot curriculum, during the next program year. As part of the action plan for the 1997 program year, the committee anticipates continuing to work with the community toward assuring that after-school and holiday care is available.

The availability of the summer pilot program as a project of the ECCA will be publicized to employees of ECCA employers through the Child Care Resource and Referral (CCR&R) service.

BRIDGES
Lee County Summer Pilot 1997
Proposed Time Line

March 1997 -
- recruit partners for in-kind contribution of facility
- send out to employees (through workplace) general information and a pre-enrollment interest form
- work with department at AU to begin recruitment of staff
  - ask AU departments to allow interns to be assigned to the program
- finalize job descriptions for all staff needs
- March 31, final decision regarding pilot site(s)

April 1997 -
- April 1, finalize budget
- April 7, facility - list of equipment, furniture needed
  - begin search for in-kind contributions for needed items
- April 14, finalize agreement for food service
- April 15, ECCA meeting: enrollment materials to take to workplace
- April 16, letter to interested families, with all application materials
  - expand staff recruitment efforts through schools, employment service
  - finalize list of equipment, supplies needed
  - identify items available throughout the community
  - order items that require time to arrive
- April 18, final job descriptions, pay scales, personnel policies
- April 18, final application for licensing
- April 21, begin initial interviews for staff positions
- April 21, transportation arrangements, short and long trips

May 1997 -
- May 5, Auburn site: complete agreements with Rec. Dept. regarding use of pool, Dean Road facility, trolley
- May 9, enrollment deadline for ECCA participants
- May 12-16, recruitment for any slots remaining (schools)
- May 14, all staff positions filled, paperwork completed
- May 21, Program Coordinator start date

May 28, staff start date

May 28 - May 30, staff training/inservice

May 21 - May 30, open enrollment for vacant slots (mainly through the schools)

May 30, final registration date

June 1997 - June 2-3, staff training/facility setup/resource coordination final staff scheduling

June 4, first day

**Orientation, May 29 or June 2

State Licensing
Alabama Department of Human Resources

One of the early decisions necessary, that will affect many elements of the program (facility, staffing, program), is whether or not licensing of the program by the agency responsible for licensing child care in Alabama is necessary or desired. Many agencies offering BRIDGES programs will be exempt from the requirement of licensure, as was our program. However, our group decided to voluntarily license the program as an indication of our commitment to quality. Though the standards do not approach those required by national accreditation, they at least provide some base line of standards. It was important to us to display the license to our partners, parents, and the community.

BRIDGES was licensed as a special activities program which is different from regular child care licensing. Information about the criteria and the process can be obtained from:

Alabama Department of Human Resources
Division of Family and Children's Services
50 Ripley Street
Montgomery, AL 36130
(334) 242-1425

National Accreditation by the National Association of School-Age Child Care

Offering an accredited program is an original goal of BRIDGES, and we have developed the program around accreditation criteria. This decision will also have a big impact on how the program is designed and implemented. Though no guarantee of quality, the process and status of accreditation does indicate that a program satisfies certain specific criteria which are generally considered to be indicators of quality.

The goal of attaining accreditation also is helpful when recruiting partners, securing funding, and establishing priorities. For instance, once the status is attained, some program elements cannot be sacrificed or "cut back" when funds are scarce, without endangering accreditation status. And in most instances, once the status is attained, partners will work hard to maintain the status rather than forfeit it due to inadequate funding.

Finally, in Alabama, being an accredited program of any type (serving any age group) puts a program in an elite minority. As of December 1998, there were no programs in Alabama accredited by NASACC and only 53 child care programs accredited by the National Association for the Education of Young Children.

For information about accreditation and other materials from the
National School-Age Care Alliance
1137 Washington Street
Boston, MA 02124
(617) 298-5012 FAX (617) 298-5022
email: staff@nsaca.org web: www.nsaca.org

Start-up Costs, Operating Budget, and Funding

Each community will develop programs in a variety of ways, based on the contributing partners, resources available, and program needs. Of course, every program needs adequate funding, but it is often a surprise what can be accomplished with very little cash outlay. In our attempt to learn from the development of other programs, we learned of programs with budgets from $50,000 up to $500,000, yet the entire ECCA operating budget was just over $100,000 for BRIDGES and all other projects.

But, this group had little desire to manage a costly "bricks and mortar" project, regardless of how attractive the idea. And, they had early experience and success with identifying existing resources and compelling various partners to pool these resources. From its inception, this group of business and community leaders was determined to do more with less by asking all partners to share in the costs and assisting in finding necessary resources.

The information provided here is simply a record of the costs involved in the start-up and operation of the Lee County BRIDGES pilot in the summer of 1997 and the 1998 summer program for 25 children. It will give some idea of the fixtures and materials needed, the related costs, and anticipated operating expenses. (Specific details of type of equipment and materials needed for program start-up is included in the Resource Guide in the Space and Design section). Staffing costs are often nearly 70 - 80% of operating costs, so the use of AmeriCorps members is really a big factor in budgeting.

We have also included information about our funding sources and ideas that we pursued to secure needed funding for our project. This, of course, is an on-going task that will be common to most communities and will change as programs evolve and change. With limited staffing, finding the time to sift through all grant opportunities and do the necessary work to successfully write grants or develop plans and materials for making funding proposals to prospective contributors is a struggle.

We have also learned that it is important to involve all partners in this constant search for stable financial support -- the more people involved, the more creative and innovative the ideas!

Grants and Other Financial Support

Since 1996, the ECCA received two grants from the Alabama Civil Justice Foundation for developing the BRIDGES curriculum and to support an AmeriCorps member. The ECCA also received a start-up grant from ADECA to support all projects, including BRIDGES. And, beginning in 1997, NACCRRA awarded the AmeriCorps grant, providing four members to serve in BRIDGES programs. Because these members are serving in after-school programs throughout the community, these entities have contributed to the cash match requirement through a partnership agreement (sample agreement is included). During 1998, partial cash match has been paid by Discovery Club, Boys and Girls Clubs, and Auburn Parks and Recreation Department, which operates after-school programs for Auburn City Schools.

In addition to the national grants/awards and contributions of partners, communities should not overlook local sources of funding and other resources such as:

local legislative delegations, city and county governments
employers/business
United Way and Community Fund
churches and civic groups (Kiwanis, Rotary, Pilot)
child care development block grant - subsidized child care payments for eligible families
school systems
juvenile court and delinquency prevention agencies
other agencies with resources and common goals: YMCA, Boys and Girls Clubs, Child Abuse Prevention Agencies

The remaining cash for program development and operation came from participating employers and parent fees. However, valuable in-kind contributions such as these were a critical key in making the programs possible:

facility and related costs - Auburn City Schools,
Boys and Girls Clubs, and United Methodist Church
transportation - Auburn University, LETA (local public transit),
Boys and Girls Clubs (special rates negotiated)
staff development and support - Child Care Resource Center,
Child Advocacy Center, Department of Human
Resources
swimming and recreation facilities - Auburn Parks and
Recreation
interns, practicum and work-study students, research and
technical assistance - Auburn University, Southern Union
State Community College
food service - Federal Food Program, special negotiated rates
from fast food and pizza retailers

More comprehensive and generic budgeting information and samples taken from "Keeping Schools Open As Community Learning Centers" is found in Appendix C. It may be more valuable, especially to programs that will be offered in partnership with schools and in school facilities.

SAMPLE COOPERATIVE AGREEMENT
EMPLOYERS' CHILD CARE ALLIANCE - BRIDGES
BOYS & GIRLS CLUBS OF GREATER LEE COUNTY

The purpose of this agreement is to clearly outline the partnership through which the Employers' Child Care Alliance and Boys & Girls Clubs will operate a BRIDGES after-school program for children in grades 6 through 9 beginning Fall 1998 at the Potter-Daniel center.

Under this agreement, the ECCA and Child Care Resource Center will provide:

AmeriCorps member to serve as group leader for a group of no more than 12 children in the after-school program.

Administrative support and training for AmeriCorps members and supervisors and on-going assistance with all issues related to AmeriCorps member service.

Complete program guide/curriculum and materials for BRIDGES.

Training for all staff in the BRIDGES curriculum.

All insurance, payroll, unemployment compensation, workers compensation, and related employment services/expenses for the AmeriCorps member.

Requirements of Boys & Girls Clubs:

Offer a program of care for children in grades six through 9 during after-school hours.

Provide supervision at all times to AmeriCorps member serving in the program (at no time can the AmeriCorps member be responsible for a child or group of children).

Maintain accurate records of the AmeriCorps member's time and report as required under the grant and communicate as needed regarding the member's service.

Involve appropriate staff in the selection process for AmeriCorps member and insure that they receive adequate training about AmeriCorps and BRIDGES.

Grant Match: One-half of the grant match plus administrative and related expenses necessary to support (1) AmeriCorps member assigned to the after-school program at Potter-Daniel.

Total Amount Due September 30, 1998: _________

Gail B. Piggott, ECCA Manager

Boys & Girls Club Director

SAMPLE WEEKLY BUDGET
BRIDGES - SUMMER PROGRAM FOR 25 CHILDREN/YOUTH

STAFF:	Weekly	Total
Program Director (40 hrs.)	516	
Group Leaders (50 hrs.)	323	
AmeriCorps Match	202	1,041
FOOD SERVICE:		
Lunch (5 days x 25 youth x $3)	375	
Snack (2/day x $.75)	188	563
OTHER EXPENSES:		
General Operating Supplies	20	
Program Supplies/Materials	30	
Miscellaneous	100	150
Weekly Expenses		1,754
Weekly Fees (25 x $70)		1,750

SAMPLE WEEKLY BUDGET (AFTER-SCHOOL PROGRAM)

STAFF:	Weekly	Total
Program Director (24 hrs.)	310	
Group Leaders (20hrs.)	140	
AmeriCorps Match	101	551
SUPPLIES:		
Snacks/Cooking supplies	125	
General Operating Supplies	20	
Program Supplies/Materials	50	
Miscellaneous	100	295
Weekly Expenses		846
Weekly Fees (25 x $30)		750

STAFF

The value of the quality of adults staffing the program cannot be overstated. Their interaction with the young people largely determines the success of the program. And, the characteristics of the "ideal" staff are somewhat different from those of teacher, child care worker, coach, friend, parent, camp counselor, social worker, and others with whom the young people interact. However, staff for BRIDGES need to possess some of the characteristics of all of these significant adults, and more!

As with all program aspects, staff needs and availability will vary in each community's programs. How partnerships develop, who and how many are served, and program design will determine the number of staff needed. However, this is often what sets the programs apart. Rather than one adult with 30-50 children in a gymnasium, BRIDGES requires a staff/child ratio of no greater than 1:12.

It is also unacceptable that staffing (as is the case in some after-school programs) be what is left over -- not a priority, but "whoever we can stick in there". Recruiting and employing staff with the necessary experience, training, and other qualifications desired for a successful program is a must. Training specific to the

BRIDGES program, and on-going training/support are also needed.

In Lee County, staffing was easy because of Auburn University and Southern Union State Community College and the AmeriCorps grant. The staff for the original summer pilot was a "Village People" of sorts: majors in counseling, education, social work, and family and child development. And, the AmeriCorps members recruited were a diverse group in all areas -- race, sex, background, education, and life experience. This type of variety has been successful. We also found that having part-time staff was actually an advantage with this age group -- staff remained fresher, and variety (something different) appealed to the young people. College work-study students are another inexpensive source for part-time staff that might be available in some communities.

In this section, we have included the job descriptions and brief information about the employment process. Because staffing is a critical issue in quality and costs, employing quality staff can require intensive and creative recruitment efforts. We found that somewhere between a teacher's salary and a day care teacher's minimum wage, we were able to offer wages (with few benefits) and an environment that allowed us to recruit and maintain an excellent staff.

According to summer staff, what it took to "survive" BRIDGES included: energy, stamina, enjoyment of the job, flexibility, ability to have fun and still maintain proper supervision, and the materials and ability to carry out well-planned activities.

Center Management Plan

Governing Body/ Program Sponsor

Project Coordinator

Director

Program Director

Group Leaders/ Adult Volunteers

The governing body of the BRIDGES program is the ECCA, headed by its manager who oversees and directs BRIDGES and all of its projects. In addition, the ECCA employs a part-time project coordinator who is responsible for overseeing the program, managing the AmeriCorps grant, and supervising members and staff.

For the summer program, a director is employed to directly administer all program aspects and supervise staff. (Sample job descriptions follow). The program director plans and coordinates activities such as field trips and resources in the community, organizes and maintains a clear, concise record of each child's schedule, and also provides direct supervision, resources, and support for staff and volunteers.

The children should be divided into at least two groups depending on the number of children enrolled in the program and the type and scope of activities planned. Children may be divided by age, interests or other appropriate criteria.

It is ideal to have one staff member or adult volunteer for every group of ten children. Group leaders and adult volunteers should be responsible for the majority of the planning and implementing of the activities, with the assistance of the director and program director.

According to the overall governance and management of the program (and size), it may be possible to combine the duties of the director and program director. For 25 children in the summer program, BRIDGES employed a director, 2 group leaders, and had 4 AmeriCorps members, all scheduled so that a ratio of 1:12 or less was maintained and AmeriCorps members worked in partnership with paid staff at all times.

Staff scheduling must be done in consideration of the time of arrival and departure of children (which varies with each group of children). We found that fewer staff were required from opening until about 8:30 a.m., as children arrived at different times. Likewise, in the afternoons, participants began leaving after 4:00, so the number of staff tapered also. Between these hours, the main program activities or clubs, lunch, and field trips are scheduled -- all times when small groups and adequate ratios are most important.

PROJECT COORDINATOR
RESPONSIBILITIES AND DUTIES

QUALIFICATIONS: Earned Bachelor's degree in Family and Child Development, Education, or related field with a specific focus on school-age children and adolescents, experience including working with older children, experience planning and supervising staff in a similar program, excellent communication and public relations skills, demonstrated ability and willingness to serve as a model for staff and children. Must be at least 19 years old, have successfully completed at least 40 clock hours of training in child care and one year's working experience in a licensed day care center or DHR approved setting.

RESPONSIBILITIES TO PROGRAM:

- Sets up and maintains records (staff and child) in an organized, efficient manner than insures confidentiality.
- Assures that fees are collected and deposited according to established fiscal policies.
- Insures that all operating and personnel policies are followed consistently.
- Assists site leaders in coordinating daily schedules for efficient use of facilities and equipment.
- Coordinates meal planning, food purchasing, and distribution.
- Acquires and distributes needed equipment and supplies through established purchase order procedures.
- Assumes final responsibility for maintenance of facility and equipment and serves as liaison in such needs with host agency.
- Coordinates transportation service when needed.
- Works throughout the community to encourage volunteers and mentoring relationships with children in the program.
- Maintains a positive community image through good public relations and publicity.

AMERICORPS GRANT MANAGEMENT:

- Assures grant compliance and timely reporting as required, including program set-up, member selection, progress reporting, time sheets, financial, and other reporting.

- Relates with grantor agency (NACCRRA) on all grant matters.
- Relates with partner agencies hosting BRIDGES sites, insuring their understanding and cooperation in grant compliance.

RESPONSIBILITIES TO STAFF:

- Assists with recruitment and placement of staff, volunteers, and interns.
- Supervises and coordinates the work hours and schedules of staff.
- Provides ongoing training and support for staff including regular staff meetings, informal discussions, and information regarding local, state, or national conferences and training opportunities.
- Acts as a consultant regarding problems or issues that may arise with children, parents, staff, or host agency, maintaining an open line of communication, mutual respect, and professionalism.
- Insures adequate curriculum resources, supplies, and materials; receives and responds to all staff requests for supplies.
- Provides support for staff to insure full implementation of curriculum, activities, and projects in accordance with program goals.

RESPONSIBILITIES TO PARENTS:

- Assists program staff in enrolling families in an efficient manner, including dissemination of information, completion of all enrollment materials, assignment of children to groups, and maintenance of a waiting list.
- Is available for parent conferences.
- In a professional manner, receives all questions, concerns, and suggestions from parents and responds accordingly.

RESPONSIBILITIES TO CHILDREN:

- Maintains high standards regarding health, safety, and supervision of children.
- Is available to children for informal conferences dealing with problems and concerns, goal setting, and related issues.
- Maintains a good rapport and trust with children by participating in their activities when on site.

DIRECTOR
RESPONSIBILITIES AND DUTIES

QUALIFICATIONS: Earned Bachelor's degree in Family and Child Development, Education, or related field with a specific focus on school-age children and adolescents, experience including working with older children, experience planning and supervising staff in a similar program, excellent communication and public relations skills, demonstrated ability and willingness to serve as a model for staff and children. Must be at least 19 years old, have successfully completed at least 40 clock hours of training in child care and one year's working experience in a licensed day care center or DHR approved setting.

RESPONSIBILITIES TO PROGRAM:

- Works with community to encourage volunteers to develop mentoring relationships with children
- Maintains an appropriate budget and manages resources, re-using and recycling as much as possible
- Offers training and support to other programs with similar goals
- Maintains a positive community image through good public relations and publicity
- Maintains records (staff and child files) in an organized, efficient manner that insures confidentiality
- Collects and deposits fees according to established fiscal policies
- Enforces all operating and personnel policies
- Coordinates daily schedules for efficient use of facilities and equipment
- Supervises health and safety of the program for all children enrolled, including arranging for provision of medical attention in case of an emergency
- Coordinates meal planning and food purchasing
- Acquires needed equipment and supplies through established purchase order procedures
- Assumes final responsibility for maintenance of facility and equipment
- Coordinates transportation service when needed
- Reads and demonstrates a good understanding of Minimum Standards and NSACA standards

RESPONSIBILITIES TO STAFF:

- Assists with recruitment and placement of staff, volunteers and interns
- Supervises and coordinates work hours and schedules of staff and AmeriCorps members to assure optimum staffing patterns
- Evaluates each staff member with a written evaluation, signed and dated by both director and staff member
- Provides ongoing training for staff, including regular staff meetings, informal discussions, and information regarding local, state, regional, or national conferences and training opportunities
- Acts as a consultant regarding problems or issues that may arise with children, parents, or other staff, maintaining an open line of communication, mutual respect, and positive communication skills
- Insures adequate curriculum resources, supplies, and materials; receives and responds to all staff requests for supplies in a timely manner
- Provides support for staff to insure implementation of curriculum, activities, and projects in accordance with program goals

RESPONSIBILITIES TO PARENTS:

- Enrolls families in an efficient manner, including dissemination of information, completion of all enrollment materials, assignment of children to groups, and maintenance of waiting list
- Is available for parent conferences
- Develops and implements a program of on-going parent involvement to include regular written contacts, a newsletter produced primarily by children, and opportunities for program involvement
- Plans and leads a parent meeting at the beginning of each session to communicate program information and answer questions
- Handles enrollment in an efficient manner and manages an up-to-date waiting list, if necessary
- Insures confidentiality of information about children and families
- In a professional manner, receives all questions, concerns, and suggestions from parents and responds accordingly

RESPONSIBILITIES TO CHILDREN

- Maintains high standards regarding health, safety, and supervision of children

- Develops, with staff, a sound program of activities that insures maximum development of each child
- Is available for informal conferences with children dealing with problems and concerns, goal setting, and related issues
- Maintains a good rapport and trust with the children by participating in their activities regularly

PROGRAM DIRECTOR
RESPONSIBILITIES AND DUTIES

QUALIFICATIONS: Earned Bachelor's degree in a field related to child development such as Family and Child Development, Developmental Psychology, or Elementary or Secondary Education with a specific focus on school-age children or adolescents. Experience working with 10-14 year old children and curriculum development desired. Must be at least 19 years old.

RESPONSIBILITIES TO PROGRAM:

- Secures community resources and liaisons such as scouting organizations, 4-H programs, college or university professionals, and business people
- Assists in training of group leaders and volunteers
- Maintains a positive image through good public relations and publicity
- Organizes and maintains records on each child's weekly schedule (i.e. band on Monday, scouts on 1st and 3rd Fridays...) and mode of transportation to and from these activities
- Reads and maintains a clear understanding of Minimum Standards and NSACA standards

RESPONSIBILITIES TO STAFF:

- Provides ongoing training, both formal and informal (casual conversations, readings...)
- Maintains staff morale and motivation by offering support and curriculum materials
- Maintains an open line of communication between staff and supervisors through mutual respect and positive communication skills
- Works with and informs staff of each child's weekly schedule and needs

RESPONSIBILITIES TO PARENTS:

- Is available for informal parent conferences
- Provides written information regarding the program to interested parents
- Communicates with the parents about each child's schedule and method of transportation to and from their activities
- Insures confidentiality of information about children and families

RESPONSIBILITIES TO CHILDREN:

- Maintains a good rapport with the children by participating periodically in their activities
- Is available for informal conferences with children, either as a group or individually, for the purpose of problem-solving and goal-setting
- Communicates with each child concerning their weekly schedule

RESPONSIBILITIES TO SUPERVISOR:

- Complies with all BRIDGES personnel policies
- Works closely with director to meet goals of establishing a high-quality model program

GROUP LEADER
RESPONSIBILITIES AND DUTIES

QUALIFICATIONS: Earned Bachelor's degree (or currently working toward) in Family and Child Development, Education or related field, as well as experience working with this age child in a group setting, and demonstrated effectiveness as a teacher or leader for this age group. Must be at least 19 years old.

RESPONSIBILITIES TO PROGRAM:

- Participates in staff training opportunities, meetings, center functions and professional development activities
- Complies with all BRIDGES personnel and operating policies, and insures compliance with standards
- Plans with and supervises aides, interns or volunteers under his/her supervision
- Through established procedure, makes requests for needed program equipment and supplies
- Performs related work, as requested, providing it does not interfere with direct supervision of assigned children
- Reads and maintains a clear understanding of Minimum Standards and NSACA standards

RESPONSIBILITIES TO PARENTS

- Communicates regularly with all parents either verbally or in a written form (note, newsletter, bulletin board)
- Schedules individual parent conferences as needed, at the request of the parent or group leader
- Insures confidentiality of information about the children and families
- Assists parents in understanding and complying with BRIDGES policies

RESPONSIBILITIES TO CHILDREN:

- Plans, implements, and evaluates a daily curriculum that is consistent with the goals of the program and is developed based on the needs and interests of the assigned children
- Maintains attendance records of children, including adherence to arrival and departure times
- Demonstrates personal characteristics needed in care giving (e.g. nurturing, positive self-image, flexibility, patience, professional speech and behavior)

- Facilitates the child's development of internal controls and decision-making capabilities
- Assures that children's (indoor and outdoor) space, equipment, and materials are sufficient, in good repair, and organized and arranged in good order
- Observes and evaluates, with program director, the growth and development of individual children
- Is attentive to and interacts appropriately with assigned children
- Provides adequate care, protection, and supervision of assigned children

AMERICORPS MEMBER
RESPONSIBILITIES AND DUTIES

RESPONSIBILITIES TO PROGRAM:

- Complies with all personnel policies and operating policies, and insures compliance with standards
- Participates in all staff training opportunities, meetings and center functions and professional development opportunities
- Through established procedure, makes requests for needed program supplies and equipment
- Performs related assignments, as requested, providing it does not interfere with the direct supervision of children
- Seeks out and develops opportunities of service throughout the community to promote AmeriCorps, its service and the work of the ECCA and BRIDGES
- Assist with all ECCA projects, including direct service to child care centers and homes in the Quality Enhancement Partnership
- Reads and maintains a clear understanding of Minimum Standards and NSACA standards

RESPONSIBILITIES TO PARENTS:

- Communicates regularly with all parents either verbally or in writing
- Insures confidentiality of information about children and families
- Establishes and maintains trust, built on open lines of communication, mutual respect and consideration
- Maintains professional demeanor at all times

RESPONSIBILITIES TO CHILDREN:

- Provides adequate care, protection and supervision of assigned children under the supervision of and in partnership with the Group Leader and Director
- Assists Group Leader/ Director with planning, implementing and evaluating a daily curriculum that is consistent with the goals of the program and is developed based on the needs and interests of the assigned children
- Demonstrates personal characteristics needed in care giving (e.g. nurturing, positive self-image, flexibility, patience, professional speech and behavior)
- Facilitates the development of the children's internal controls and decision making capabilities

- Is attentive to and interacts appropriately with children

* At no time can an AmeriCorps member be solely responsible for the supervision of a child or group of children -- there must always be a paid staff supervisor present. AmeriCorps members will adhere to other requirements and restrictions of service as described by the Corporation of National Service.

AmeriCorps -Getting Things Done

AmeriCorps is a national initiative much like a "domestic Peace Corps" designed to allow Americans of all ages and backgrounds to provide service in communities to address the most critical needs of our nation in the areas of education, public safety, the environment, and other human needs. There are several different programs operated through the Corporation for National Service (CNS), the funding agency for community service programs.

For an Alabama BRIDGES site, the AmeriCorps programs that could provide assistance would be AmeriCorps *State and AmeriCorps*National. State programs are administered through non-profit agencies, government departments and educational institutions. The grants are received from the state commission in partnership with CNS. AmeriCorps*National programs receive grants from CNS to support programs with a specific area of interest in two or more states.

The original Lee County, Alabama, BRIDGES program received a grant from "Action for Children Today" (ACT) of the National Association of Child Care Resource and Referral Agencies (NACCRRA), an AmeriCorps*National program that provides grants to programs serving children and families. This grant provided the BRIDGES pilot program with four members each year for two years to serve children and families in the community. NACCRRA is only one of many agencies and organizations which support grants to allow AmeriCorps members to serve within communities.

Some other possibilities include the Alabama State Commission on National and Community Service and other AmerCorps*National programs. For more information regarding AmeriCorps and how to apply for a grant contact the Alabama State Commission on National and Community Service and the Governor's Office on National and Community Service or CNS (see information below).

AmeriCorps grants require a grant match, which is the amount of cash and in-kind contributions grantees must provide to support the amount received from CNS in order to operate a program. The match percentages and amounts are different depending on the type of grant received. NACCRRA required a $4,300 cash match per member for the 1998-99 grant year, which is $2.53 per hour, based on the required 1,700 hours of service. AmeriCorps*State programs each developed different budgets where cash and in-kind contributions were combined to meet the percentage match requirements of CNS and the state commission.

As full-time members, individuals receive a $8,340 living allowance, health care insurance, child care benefits, training and education related to service, uniforms and a $4,700 Educational Award at the end of their term of service (1,700 hours served) to be used to attend college or repay existing student loans. The grantee is responsible for all grant matches (in-kind and cash) including, but not limited to, providing training and education, reimbursing service related travel expenses of members, purchasing AmeriCorps member uniform, expenses incurred in the administration of the grant and other expenses as determined by the nature of the grant.

AmeriCorps members have been a great asset to the BRIDGES summer pilot as well as other out-of-school care programs, actually making full implementation possible. The direct service provided to the children by members allowed the program to provide lower adult/child ratios, more individual attention to children in the program, and expanded program activities.

It also provided the agency the opportunity to train and educate individuals in the community to provide quality care for children in the targeted age range as well as children of all ages. Their service in the America Reads and Reading is Fundamental programs greatly expanded the number of children served. In Lee County, members have served other projects of the ECCA, including the child care Quality Enhancement Partnership, through which local centers are being assisted in moving through incremental STEPS to Accreditation by the

National Association for the Education of Young Children.

The impact of the AmeriCorps members of the BRIDGES program goes far beyond the children and families of the program--their service impacts the community, state and nation. The commitment and responsibility individuals learn as members are qualities they will carry with them for the rest of their lives.

For more information on AmeriCorps contact:

Corporation for National Service
1201 New York Avenue, N. W.
Washington, DC 20525
202-606-5000/www.nationalservice.org

BRIDGES
PERSONNEL POLICIES

EMPLOYMENT POLICIES

Equal Employment Opportunity: It is our policy to select applicants for employment without regard to race, color, sex, creed, national origin, religion, age or disability, and to implement and enforce employment policies without regard to these factors.

Employment Categories: A regular full-time employee is employed to work at least 30 hours of the basic workweek. A regular part-time employee is employed to work a stated portion of the basic workweek, but less than 30 hours. A temporary employee is one employed (or contracted) for a specified, limited period of time, not to exceed one year, whether on a full or part-time basis. Only regular full-time employees may become eligible for any benefits offered.

Employment Procedure/Requirements: Employees will be issued letters of appointment indicating the position to which they are appointed, the beginning salary, and the date employment will begin. A copy of the program's personnel policies, employee's job description, program's operating policies and related forms, and Minimum Standards for Day Care Centers and Nighttime Centers will be given to all employees. Employees are required to read and sign a statement that they have been read and understood.

Employee Orientation and Training: Pre-service and in-service training will be provided; annual training requirements will be a minimum of that required by licensing.

Employee Qualifications: Employees must meet the qualifications of education and training/experience, health, age and personal character as prescribed in Minimum Standards for Day Care Centers and Nighttime Centers . Prior to employment staff must complete:

- BRIDGES job application
- References - names, addresses, and telephone numbers of three unrelated references, including at least one previous employer; written references will be required (form provided)
- Written verification of education and training
- Physician's statement dated within six months of employment attesting to employee's physical suitability to care for children, freedom from infectious or contagious diseases, and results of a tuberculin skin test or chest x-ray (form provided).
- Signed statements regarding criminal offenses, child abuse/neglect allegations, treatment for drug or alcohol abuse, and mental health counseling or treatment.

Any changes in information provided prior to employment must be updated at least annually or as they occur.

GENERAL POLICIES

Performance Evaluations: The written evaluation of job performance of each employee will be completed and reviewed with him/her formally within three months of employment and at least annually thereafter. Informal evaluations will be made and discussed more often.

Termination of Employment: Employees shall give at least a two-week notice of resignation when he/she wishes to terminate employment. Each employee will be given a two-week notice by the center in case of dismissal from his/her duties. However, in case of failure to discharge responsibilities of the position, dismissal of a staff member may be immediate.

Hours of Work: Hours of work will be scheduled by the center director and shall not exceed forty hours per week. Occasionally, it may be necessary for an employee to work more than their regular schedule of hours. Employees will be paid for time spent on the job at the request of the director according to applicable law. Staff will not be responsible for a group of children for more than 8 consecutive hours each day.

Recording of Hours: Employees must keep an accurate record of hours worked for each pay period. This must be recorded on a specified time sheet, including regular hours, leave hours (if applicable), holidays, and must be signed by the employee and by the supervisor. Also recorded on this form are any mileage (odometer readings) claims for reimbursement for use of a personal vehicle at the request of the supervisor.

Phone Calls: Personal phone calls (incoming or outgoing) should be limited to emergencies.

Holidays: The center will be closed the following days: New Year's Day, Independence Day, Labor Day, Thanksgiving Day and the following Friday, Christmas Eve, and Christmas Day. These will be paid holidays for staff.

Vacation Leave: Vacation time or annual leave shall be earned at the rate of one day per month for full-time regular employees after one year of successful employment. Vacations shall be planned for the mutual convenience of the staff and the center, with prior written permission of the director required.

Sick Leave: Sick leave with pay shall be earned at the rate of one day per month for regular full-time employees after 6 months of successful employment.

Personal Leave: Sick leave without pay, leaves of absence for personal emergencies, or leaves of absences for other purposes may be granted in special circumstances by the director. In these cases, leave is without pay.

Civic Leave: An employee required to appear for jury duty is considered to be on leave without pay. The employee keeps the fee paid by the court for jury duty.

Accidents/Injuries: Employees shall be covered by liability and/or accidental insurance while engaged in the performance of duties related to their positions. Accidents and injuries occurring while on duty must be reported immediately to the director.

Staff Meetings: All staff must attend staff meetings called by the director. Comments and/or suggestions relating to the center and its program are encouraged. These should be made in staff meetings or through the proper supervisory channels.

Supervision and Interaction with Children: All staff are expected to be alert and attentive and to respond to the needs of children at the center and are ultimately responsible for adequate supervision at all times. All staff are expected to interact with children appropriately, and at no time will staff use any type of physical punishment or other practice which will harm, humiliate, or frighten a child.

Professionalism: All staff are expected to relate with fellow employees, children, and parents in a professional manner. Inquiries, complaints, and suggestions by parents should be accepted in a professional manner and relayed to the appropriate person for a response.

Confidentiality: All staff and children's records shall be kept confidential. Employees shall not discuss or disclose personal information regarding children and facts learned about children and their relatives except (a) with the parents or the person or persons authorized by the parent of guardian to receive such information, (b) with the agency assisting the parent/guardian with planning for the child and (c) with the staff of the Department of Human Resources.

Smoke and Drug Free Workplace: It is our policy that the center and other areas where we provide activities for children are smoke-free and drug-free. No smoking is allowed on the premises. An employee reporting to work under the influence of alcohol or drugs or in possession or use of during working hours is in violation of this policy and subject to immediate termination.

Application for Employment Supplement
BRIDGES Staff
(and others working directly with children)

1. Have you ever been convicted of a criminal offense? If yes, give details.

____
____
____

2. Have you ever received treatment/counseling from a psychologist, psychiatrist or counselor? If yes, give details.

____
____
____

3. Have you ever received treatment for drug/alcohol abuse? If yes, give details.

____
____
____

4. Have you ever been investigated for suspected child abuse/neglect? If yes, give details.

____
____
____

By signing this form, I am affirming that the information included in this application and the statements I have made are true and factual to the best of my knowledge; and I am granting permission for all persons, organizations or agencies listed here to be contacted for information regarding my background.

_________________________ ____________________
Signature Date

Sample Interview Questions

BRIDGES Staff

In addition to completing the attached application, please answer the following questions as completely and briefly as you can.

1. What do you consider to be the three most important things (skills, talents, traits, abilities, etc.) needed to relate effectively with this age group?

____

____

2. What in your background and experience demonstrates clearly that you would be an effective leader for children/youth in this age group?

____

____

3. What are the characteristics of this age group that make them an attractive group with which to interact in this type of setting?

____

____

4. What do you consider to be the greatest challenges of working with this age group in this type of setting?

____

____

5. Briefly describe a statement of your philosophy of guidance, discipline and supervision of this age group.

____

____

BRIDGES
STAFF TRAINING

Extensive pre-service training is vital to a successful program. At least 25 hours is recommended as the minimum. On-going training and professional development support should also be offered.

Schedules
Time Sheets
Personnel Policies

Minimum Standards of Day Care Centers/Accreditation Standards and Criteria
Child's Records and Confidentiality
Child Abuse Detection and Reporting
Staff/ Child Ratios
Swimming and Wading Activities

Health and Safety Issues
Supervision
Transition Times
Supplies, Equipment, Materials, and Facility Maintenance
Supply Request Forms
Sanitation
Illness/ Accidents
Snacks and Meals

Developmentally Appropriate Activities
Characteristics of this Age Group
Appropriate and Inappropriate Interactions/Activities
Positive Guidance Techniques

Daily Communication
Written Communication
Responding to Questions, Complaints and Requests
Open Door Policy

Field Trips

Planning

BRIDGES
EMPLOYMENT CHECKLIST

For employee's information:

☐ BRIDGES Operating Policies
☐ Employment Policies
☐ Minimum Standards
☐ Appointment Statement
☐ Job Description
☐ BRIDGES Manual - Administrative and Resource Guide

Required for employer's records:

☐ Job Application
☐ (3) Written References
☐ Verification of Training
☐ Physician's Statement dated within six months of employment and results of a tuberculin skin test (form provided)
☐ Signed statements regarding criminal offenses, child abuse/ neglect allegations, treatment for drug/alcohol abuse and mental health counseling or treatment
☐ Central Registry Clearance
☐ Appointment Statement
☐ Signed statement that you have read and understand personnel and operating policies and Minimum Standards and agree to adhere to them.

Withholding/Employment Forms:
☐ A-4
☐ W-4
☐ I-9

RECRUITMENT AND ENROLLMENT

The most effective recruitment and enrollment procedure will be determined by the population to be served. The Lee County program was developed for children of ECCA employee families, so the initial promotion was done through workplace fliers and brochures.

Summer Program Example:

For the summer program, the enrollment process begins in April, with ECCA families being given first opportunity at available spaces and a reduced enrollment fee for early registration (by May 1). Information packets are mailed to previous participants and to prospective families who are identified through the resource and referral service. In the workplace, check-stub stuffers and fliers are sent home and posters and fliers are displayed. Company newsletters and other regular communication channels are also used. (The Summer 1998 program filled the 25 slots and had nearly as many additional requests).

After the initial enrollment period, any remaining spaces are open to the public, and the most effective means of publication has been fliers posted in the schools. Other ideas for posting information: newspaper ads, church bulletins, parks and recreation facilities, Boys' and Girls' Clubs, YMCA's, pediatrician's offices, and other public places frequented by families. Community groups will tailor this to their local resources and media channels available.

Upon receipt of the registration form and registration fee, families are notified of a Pre-Registration Open House that is held before opening day. This allows children and families to meet the staff, visit the facility, complete all forms, and ask questions about the program. It is useful to have some activities set up at this time to allow the young people to see that the program is not a "day care" program, but one designed specifically for older children, based on their needs and interests. This allows for less anxiety for children, parents, and staff as they prepare for the first day.

After-school Program:

The Lee County after-school programs are offered in partnership with several different entities: schools, parks and recreation department, church, and Boys and Girls Clubs. We used the enrollment procedure most appropriate to the population served.

The materials in this section may be useful as you plan for recruitment and enrolling of participants. As with all forms in this manual, they may be reproduced for use by anyone offering a BRIDGES program. ****The materials were designed for the Lee County BRIDGES program which was licensed by the Alabama Department of Human Resources as a special activities program. The materials include what is necessary under those minimum standards.***

EMPLOYERS' CHILD CARE ALLIANCE

ECCA
PLOYERS' CHILD CARE ALLIANCE

Child Care Resource Center, Inc.
3766 Pepperell Parkway
Opelika, AL 36801
(334) 749-8400
FAX (334) 749-9398

Gail B. Piggott,
Manager

Tammy L. Morgan,
Resource & Referral
Specialist

AuburnBank

Auburn University

Auburn University
Hotel & Conference Center

Briggs & Stratton

City of Auburn

City of Opelika

Craftmaster Printers

ast Alabama Medical Center

East Alagbama Mental
Health/MR

Employment Resources

Quantegy

Southern Union State
Community College

Uniroyal Goodrich

Vermont American

With support from Alabama
Civil Justice Foundation
and NACCRRA,
Action for Children Today,
AmeriCorps

Supporting Quality Child
Care for Today's
Working Families and
the Workforce of Tomorrow

Child Care
Resource
Center, Inc.

March 13, 1998

Dear Parent,

You have expressed an interest in BRIDGES, our summer program for 10-14 year olds, and we are busy making plans for this full-time program of activities for this age group often considered "too old" for day care, but not yet ready for "self care".

If you were enrolled in the program last year, you will be asked to give us input about BRIDGES in the next month as we finalize our plans for the summer. And, if you are a "newcomer", you will also have an opportunity to get information and provide input at a Family Orientation before the program begins.

Specific information about the program and an application form is enclosed. This program is sponsored by your employer through participation in the ECCA. As an employee of a sponsor or a participant from last year, you have first opportunity at enrollment (and an early registration fee of $50). After the deadline, spaces will be open to the general public on a first come basis, and the registration fee will be $60.

To have the first opportunity at early enrollment, please complete the enclosed application and mail in with the early registration fee ($50) by April 24. Call us with any additional questions you may have. Remember, after April 24, any remaining slots will be open to the public and registration fees will increase to $60.

Sincerely,

Gail B. Piggott, Manager

Enclosures: BRIDGES information and application

BRIDGES

ECCA
EMPLOYERS' CHILD CARE ALLIANCE

Summer Program Registration

Student Last Name   First (or name called)   Date of Birth

SS Number   School Last Attended   Grade 1998-99

Father Last Name   First   Employer   Phone

Mother Last Name   First   Employer   Phone

Home Address   City   ZIP   Home Phone

Are you registered for Auburn City Day Camp? If so, what session?________________

Are you registered for any other program, such as swimming lessons? If so, give dates and an explanation.____

Expected daily arrival time ______________   Expected daily departure time ______________

Special interests, hobbies, talents:____

Final acceptance into the program is dependent on: space availability; completion of application and payment of the $50 registration fee (refundable only if no space available); completion of enrollment materials including health information, releases, and payment agreements. After the early enrollment deadline, the remaining spaces will be open to the public and the registration fee will be $60.

ECCA EARLY REGISTRATION DEADLINE — APRIL 24, 1998.

To reserve your space, the $50 early registration fee must accompany this application. Checks should be made payable to BRIDGES.

Mail completed registration form and registration fee to
BRIDGES, 3766 Pepperell Parkway, Opelika, AL 36801 or
call 749-8400 for more information.

BRIDGES

ECCA
EMPLOYERS' CHILD CARE ALLIANCE

Auburn Summer Program

General Information: BRIDGES is a full-time program of care and supervision for children ages 10-14 sponsored by the Employers' Child Care Alliance. Based on an innovative curriculum, participants will be involved in a variety of healthy, fun, educational and interactive program elements (or clubs). With a commitment to quality and adequate supervision, staff/student ratios will be no more than 1 to 12 .

Location: The summer 1998 program will be at the Auburn Junior High School campus, in the two-story building facing Dumas Street. The program will also have access to other parts of campus for certain activities. This location allows for easy access to Auburn City Pool, Dean Road Recreation Center, and other nearby parks and activities.

Dates and Hours of Operation: The program will open on June 3, 1998 and continue as a full-day program until the day prior to the first day of school in August. Tentative hours are from 7:00 a.m. until 6:00 p.m.

Costs and Registration Information: The weekly fee for full time care is expected to be $60 per participant. There is a $60 registration fee ($50 if paid before April 24) that should accompany the application. This registration fee can be applied to any week during the summer, if one week's vacation from the program is requested at time of enrollment.

Acceptance in the program is based on space availability, completion of all application materials and payment of the registration fee. Spaces are available first to employees of participating ECCA sponsors.

THE EARLY REGISTRATION DEADLINE IS APRIL 24.

Call 749-8400 for additional information.

BRIDGES
ENROLLMENT CHECKLIST

Child's Name____

___ Complete Registration Form
___ Signed Parent Agreement
___ Signed Release/Authorization Form
___ Parents given operating policies
___ Student Interest Form

___ Registration Paid
___ Weekly Fees Paid
___ Emergency card
___ T-Shirt Size
(adult or child)

Please answer the following questions with Yes or No:
___ Does your child have a library card?
___ Is your child a competent swimmer?
___ Do you plan to purchase a Water Park pass?

Does your child have any allergies which cause reactions? (Insect stings, medications, food, etc.) If yes, please explain:

Does your child have any special needs or challenges that you would like to make staff aware of? If yes, please explain:

Are there any special interests, hobbies, or anything else you would like to share with a group this summer? If yes, please explain:

BRIDGES

Parent Agreement

The program will be open from 6:30 a.m. until 6:00 p.m. Monday through Friday, beginning June 3, 1998 and extending through August 18, 1998. The program will be closed July 3.

- The weekly rate of $______will be paid in advance for each week's care (due on Friday).
- There is an additional fee for each week's field trip, also due on Friday. (Parents may choose to pay $____per week, and all field trips will be covered.)
- There is also a registration fee of $______which must be paid at enrollment.
- Receipts will be given for cash payments or upon request.
- Refunds are not given for center holidays or days the child is absent.

> Exception: For the summer program, if a family wishes to take a week's vacation and the child plans to be absent from the program, the registration fee may be applied to that week's fees.
>
> ________________________ Dates of week's vacation from the program.
>
> If the registration fee is not used for a week's vacation, it can be applied to the last week's fees.

Parents who arrive at the center after the closing time must pay a late fee at the rate of $5.00 per quarter hour. This should be paid directly to the staff person; a receipt will be given.

Sick care is not available. Children should not come to the center with fever, coughs, or any symptoms of contagious illness. Children who become ill during the day must be picked up immediately upon notification. If a child is ill with a contagious illness, parents should contact the program director with this information.

A two week's notice to the director is required to withdraw a child from the program. Parents are responsible for the fees for these two weeks, whether services are used or not. If it is necessary for the center to remove a child from the program, parents are not liable for fees after the week of such notification in writing.

I (we), the parent(s)/guardian(s) of the minor child hereby release, indemnify and hold BRIDGES, its agents, employees and those working in concert therewith, harmless from all claims, damages, and liabilities for injuries to or damages by my child which are not the results of gross negligence by BRIDGES or its employees.

I (we) understand and agree to abide by the information given above and other policies and procedures as stated in the parent handbook. I also understand that I will be notified in writing of any changes that must be made in these policies.

PARENT(S):__________________________________ DATE: _____________

DIRECTOR:____

BRIDGES

ACTIVITY AND EMERGENCY CONSENT

Please initial each box, indicating that permission is granted by you for your child to participate.

I hereby grant permission for my child to:

____Use all play equipment and participate in all of the activities at the center.

____Leave the center premises under proper supervision for neighborhood walks or for field trips in an authorized vehicle.

____Be included in evaluations and pictures connected with the center's program.

____Participate in swimming and water related activities.

Medical:

____I hereby grant permission for the director or acting director to take whatever steps that may be necessary to obtain emergency medical care for my child if warranted. These steps may include, but are not limited to, the following:

______Attempt to contact the parent or guardian.

______Attempt to contact the child's physician.

______Attempt to contact the parent through any of the persons listed on the emergency card filled out by the parent.

______In the event that these are unsuccessful:

Call another physician
Call the paramedics
Have the child taken to the emergency room

____I understand that any expense incurred in the above-mentioned situations will be borne by the child's family.

____I give permission for my child to be given Tylenol or Tempra if needed.

Child's Name ____

Parent's Name____

Parent's Signature____________________________________

Date_____________

BRIDGES-EMERGENCY CARD

Child' Name____________________________Birth Date____________________

Parent/Guardian's Name____

Address____

____

Home Phone______________________

Parent Workplace, Location, Phone Number:

Father____

Mother____

Whom to call when, in an emergency, parents cannot be reached:

____

(Name) (Relationship) (Phone)

____

(Name) (Relationship) (Phone)

Child's Physician___________________________Phone______________________

List any information about your child including allergies, special needs, medications, etc.

____

____

The following persons may pick up my child (other than parents or legal guardian):

Name______________________________ Phone____________________________

Name______________________________ Phone____________________________

Name______________________________ Phone____________________________

Name______________________________ Phone____________________________

WELCOME TO BRIDGES!

Dear BRIDGES participant,

We want to plan activities that will be fun and exciting for you! Please check two activity areas that you are most interested in participating. The activities offered will change, and you will also have the opportunity to help us think up new ones.

Name_________________________________ Age______

- __PERFORMING ARTS
  - Dancing
  - Drama
  - Puppets
  - Making masks
  - Music and movement
- __ARTS AND CRAFTS
  - Visiting a studio
  - Painting and Drawing
  - Ceramics/Pottery
  - Projects and crafts
- __COOKING
  - Following a recipe
  - Making up recipes
  - Cooking for the group
  - Visiting a chef
- __BABYSITTING/CHILD CARE
  - First aid and safety
  - Games and activities
  - Rules and behavior
- __COMMUNITY SERVICE
  - Helping the elderly
  - Litter control
  - Phone line for latch-key kids
  - Helping at a day care center
- ___JOURNALISM/MEDIA
  - Newspaper writing
  - Creative writing
  - Reading
  - BRIDGES newsletter
  - Movie making
- __OUTDOOR ADVENTURES
  - Hiking and camping
  - Survival and First Aid skills
  - Outdoor activities
  - Environment
- ___ARCHITECTURE/WOODWORKING
  - Making blueprints
  - Building from your plans
  - Experimenting with tools
  - Visiting an architect
- __SPORTS AND GAMES
  - Basketball
  - Soccer and other ball games
  - Indoor quiet games
- __SCIENCE
  - Ecology
  - Outer space
  - Bugs and animals
  - Chemicals

Please list any other activities you would like to help develop:

____

BRIDGES
PARENT HANDBOOK - OPERATING POLICIES

I. PURPOSE/MISSION

The BRIDGES program will provide an innovative program for children ages 10-14 after school, on many holidays and during the summer that focuses on the growth of the whole child, specifically in areas not traditionally focused on in school, such as creative development, cultural awareness, community service and career exploration. A program goal is to meet the needs of the children served, working families and their employers, the community, and caregiver. Other specific goals are to provide a highly motivated well-trained staff with small staff/child ratios and an environment that is safe, relaxing, and stimulating -- designed specifically for this age group.

II. ADMISSION PROCEDURES

1. Admission to BRIDGES is available to children/young adolescents from 10-14 years of age (or rising 5th graders), with first spaces being made available to employees of an ECCA sponsor.
2. Upon completion of the admission application by parents and payment of the registration fee, children are enrolled in the program. Final acceptance is based on spaces available and completion of other enrollment forms. If space is not available, parent is notified that they are placed on a waiting list.
3. Each parent and child will have a pre-admission conference with the director or other staff. At this time, program expectations will be discussed and all other information regarding the program given to parents and children.
4. All required forms must be completed and signed by parents prior to the child's first day of attendance.
5. The program reserves the right to drop any child from enrollment upon ten day's notice to the parents if the staff determines that the program is not meeting the needs of the child. If the child's presence poses a threat to the welfare of others or substantially disrupts immediately. the operation of the program, the child may be dropped from enrollment

III. FEES

1. A annual registration fee of $60 (summer program, $30 after-school program) must accompany any application. This fee is non-refundable, except when there are no spaces available.

Weekly program fees are:

full-time summer	(6:30 a.m.-6:00 p.m.)	$60 per week+
after-school*	(2:30 p.m.-6:00 p.m.)	$30 per week

+plus weekly field trips
(*fees vary by program, with some offering a sliding fee scale)

2. All fees are payable in advance. Payment for care and field trips is due each Friday for the following week. There is a $3 per day late fee up to 5 days (or $15.00). If fees plus late charges are not paid by that Friday, your child will be removed from the program. Arrangements may also be made to pay on a monthly basis.
3. No refunds or reductions are given for absences or closure days.
4. Each child enrolled in the summer program is allowed one week ($60) tuition break if a week's vacation from the program is requested and approved at the pre-enrollment conference.

IV. ARRIVAL AND DEPARTURE

1. The staff cannot be responsible for the child's safety if parents do not accompany the child into the center upon arrival and sign the child out each day upon departure. Any other arrangements for arrival or departure must be made at the pre-enrollment conference.
2. Children will only be released from the center to parents or other authorized person(s) named on the authorization card signed by the parent.
3. The center closes at 6:00 p.m. each day. There is a $5 per quarter hour fee for children picked up after 6:00 p.m. This is payable to the staff at the time of pickup.
4. Any child who leaves the center without permission or authorization will be subject to removal from the BRIDGES program.

V. TRANSPORTATION

1. No regular transportation is provided by the BRIDGES program.
2. Transportation for field trips will follow guidelines established in Alabama's Minimum Standards. A permission slip must be signed by

parents for each field trip.

VI. HOLIDAYS/CLOSURE DAYS

1. The center will be closed on the following days: New Year's Day, Independence Day, Labor Day, Thanksgiving and the day following, Christmas Eve and Christmas Day.
2. In the event of severe weather or other such emergencies, the center will be closed on the days that the schools are closed.

VII. MEALS AND SNACKS

1. For full day programs, two snacks and lunch are served daily. For after-school programs, one snack is served.
2. Parents should inform the director at time of enrollment of any food allergies or special diet requirements. Special arrangements will be made for parents to send food if necessary.

VIII. HEALTH AND MEDICAL INFORMATION

1. Parents should keep current the name of the child's physician and the name of other adults to contact in the event the parent cannot be reached.
2. Children should not be brought to the program if they have: severe colds, undetermined rash or spots, fever, severe headaches, upset stomach, or other symptoms of illness. Parents will be notified to pick up children immediately if signs of illness appear during the day.
3. Children may not return to the center after a communicable illness until the physician has released the child. (Written release required).
4. The center will notify parents of exposed children when a communicable illness has been introduced into the center. Parents are urged to notify the center when their child has been exposed to a communicable illness.
5. No medication can be administered at the center without a written, signed, and dated request from the parent. Any prescription medication sent to the center must be in its original container and clearly labeled with the child's name and directions for administering. All medications and requests to administer should be delivered by the parent to the director or appropriate staff.

IX. CLOTHING AND PERSONAL BELONGINGS

1. Children should wear comfortable clothes suitable for indoor and outdoor wear. All clothing should be marked with the child's name.

2. A change of clothes, swim wear and towels should be kept at the center. Weekly laundering of clothes and towels will be required.
3. No personal belongings such as games, music, books, toys may be brought to the center except with the specific permission of the group leader or director. The items should be brought to the staff giving permission and should be labeled for identification.
4. The center is not responsible for personal items brought to the center that are lost or damaged.

X. HOME-CENTER COOPERATION

1. Parents are welcome to visit the center at any time; your interest and involvement are encouraged.
2. At the pre-enrollment conference, parents are encouraged to identify special hobbies, interests, or activities they would be willing to share with children in the program.
3. Parents should communicate with the staff primarily responsible for their child for information about the daily schedule and the child's progress, adjustment, behavior, etc.
4. Parents are invited to ask questions and make suggestions for improvement of the program. Suggestions should be made in writing to the director. Though all suggestions may not be possible to implement, all suggestions will be given consideration.
5. When necessary, your child's leader will contact you by telephone or in writing regarding concerns or information parents may need.
6. Conferences may be requested by center staff or by parents. Such requests should be in writing or by telephone and will be scheduled at a mutually convenient time.
7. Children in the program are expected to participate and involve themselves in program activities in an appropriate manner. Staff will use positive guidance techniques and will at no time use physical punishment or other procedure which might harm or frighten a child.
8. Parents are expected to assist center staff in insuring that children's behavior and actions are appropriate. Parents should notify staff of any situations or disturbances at home that might affect a child's behavior.
9. A copy of Minimum Standards for Day Care Centers and Nighttime Centers may be obtained from the State Department of Human Resources, Office of Day Care Licensing, Montgomery, AL, or the local County Department of Human Resources. This publication states requirements for day care

centers and special activities programs. There is also a copy available at the center.

XI. ACTIVITIES

1. All children and staff will have an orientation session at the city pool prior to the first swimming day, all rules and regulations of the city pool will be followed at all times.
2. Students who cannot obey swimming rules will be denied swimming privileges.
3. Some of the fun activities of the summer will be off site, throughout the community. These will be well-planned activities for which prior approval will be obtained.
4. Unless children are transported in a school bus (or other vehicle with tonnage rating over one ton), all must have proper seat belts fastened at all times. Doors will be locked when vehicle is in motion and all passengers will remain seated; no one may sit on the floor. At no time will arms or anything else be stuck out the windows or doors.
5. On walking field trips, groups will stay together and observe all safety rules and traffic laws. A thorough orientation will be given to students before each trip.

BEST COPY AVAILABLE

PROGRAM BASICS

Materials included in this section were developed largely from our staff pre-service training materials. Included are some of what we found to be important guidelines to consider when employing and training staff, setting program goals and policy, and establishing the type of "feel" a successful BRIDGES program will have.

This section deals with important issues related to **interaction of program staff and youth**. This is a key element in program quality and should not be underestimated. In fact, this is a key component in providing successful programs which meet the needs of parents, staff, and most important - the children.

Keys to Effective Communication

- State things in a positive and specific manner, telling the child exactly what it is that you want. For example, a child busily stringing small beads to make a necklace might dump the container out in order to find the ones she needs, making a huge mess in the process . Instead of saying "Don't dump the beads out! Just look at the mess you've made! You'll be here all afternoon just cleaning it up!", try saying "The beads will get lost and broken if they are dumped out. Here, let me help you pick them up before that happens" (encouraging the cooperative spirit).

- Give choices only when there are choices to be made. For example, at clean-up time, avoid saying "Do you want to clean up now?" (unless there really is a choice) or "Let's clean up, O.K.?", which implies a choice. If a choice is given, the leader must respect the decision made. Try saying "It's time to clean up now." Then, if necessary, follow up with a realistic choice; "Would you rather clean up the art supplies or the snack?" which says that you respect their power to choose, however, they will be cleaning up something.

- Be an active listener. When a child shares something with you verbally, listen for the feeling behind what is said, then reflect it back to the child. For example, if the child says "I can't do this puzzle. I'm just not smart enough!", you could reflect back the feeling of frustration "Sounds like you are really getting frustrated with that puzzle. Let's look at it together. Wow. This is hard. What's your strategy?" This lets the child know that you empathize with him and want to help, but not take over and leave him feeling more helpless than before.

- Use "I"-messages. When the behavior is unacceptable, tell the child how the behavior affects you or makes you feel, thereby giving them the opportunity to change the behavior without being reprimanded. For example, a child has left a large cup of grape juice on a table near an active game of ping-pong. An I-message would be "It makes me nervous to see your grape juice in a place where it might spill and stain the new carpet." You are showing the child that you trust him to handle the situation responsibly. If the child then does not move the cup to a safer place, follow up with a stronger statement, including the action you wish taken "I want our new carpet to stay clean. Please move your cup to the snack area. I'll hold your ping-pong paddle while you do it so no one gets your turn."

- Accept children's feelings as real. Avoid statements such as "You don't really mean that." and "You're making a big fuss over nothing." Only after a child's feelings are heard and accepted can they change. All feelings and emotions are accepted, but actions must be limited. In other words, it's O.K. to be furious at Tommy for taking your pen, but it's not O.K. to push him down. Encourage the use of words to solve problems.

- Listen without passing judgement. Young adolescents will often try out roles to see what the reaction of others will be. As cognitive skills such as reasoning and analyzing are developing, young adolescents need to explore both sides of an argument in order to find out what they believe. React calmly and rationally to opinions and theories, no matter how outrageous or different from your own. Encourage an open, honest dialogue about sensitive issues such as drugs, alcohol, and sex. A mutual sense of trust and respect between adults and adolescents, and between the adolescents themselves, has to be developed first. Activities designed to build trust are included in the curriculum guide.

- Let the children be problem solvers. In order to learn how to care for themselves, young adolescents need to possess the skill of critical thinking. When a question is asked, encourage the asker to find the answer for him/herself, whether it is a simple question such as "Do we have any glue?" or a more complex question such as "Should I go to the dance with Bill, who asked me first, or with Troy, who I like better?" Consider yourself a consultant, hired by the teenager when asking a question. Your job is not to give the answer to the child, but to show him/her the steps to finding it. Offer your knowledge and expertise as an adult, but let them be responsible for making the final decision. Then allow the teenager to experience the consequences of his/her decision.

Steps for solving problems together:

1. Allow the child to talk about his/her feelings and needs.
2. Talk about your feelings and needs.
3. Brainstorm possible solutions, writing down each one without evaluating it.
4. Talk through each possible solution, eliminating unmanageable ones, until a compromise is made on a solution.
5. Plan a course of action, then follow through with it.
6. Evaluate the plan and try again if necessary.

*For further information, please consult the following resources:

How to Talk So Kids Will Listen and Listen So Kids Will Talk by Adele Faber and Elaine Mazlish. It is an excellent resource for anyone working with children

Logical Consequences: A New Approach to Discipline by Rudolf Dreikurs and Loren Grey

The Hurried Child by David Elkind

Teacher Effectiveness Training by Thomas Gordan

Between Parent and Teenager by Haim Ginnott

Group Management Strategies

- Be aware of the class as a whole, not just the individual or group you are working with. Use your peripheral vision to know what is going on in all areas. This allows you to watch for safety issues.

- Have as few rules as possible but make the ones you do have stick. The rules should be very simple, for example "You must respect yourself, others and property." Enforce the rules at all times. The children need you to be in charge, whether they admit it or not. They need to know that you will keep them (and their belongings) safe and free from harm. Keep the rules clearly posted and refer to them often.

- Avoid comparing children's abilities or characteristics with their peers as a means of motivation ("See how well Johnny can do that. I'm sure you can do it better.") Competition should not be a motivating factor in a child's decision to participate in an activity. Instead, foster the spirit of cooperation by having the children work together.

- Pay attention to the behaviors you wish to encourage in a child. Ignore negative attention-getting strategies that are not harmful to the child, property, or others (armpit noises, obnoxious laughing...).

- Be consistent and persistent. Remember that change takes time. It will take the children some time to get used to your style and the relaxed atmosphere of the program after coming from the more structured school environment.

- When troubling behavior repeats itself, analyze the environment, looking for factors that may be influencing the behavior. For example, if the group is acting loud and boisterous at a group meeting, look at the schedule. Is the group meeting directly after the children arrive from school? They will need time to unwind and adjust before beginning anything productive.

- Give warnings before a change takes place to make transitions easier. A signal such as a clap or the lights flickering on and off as a "five minutes until clean-up" signal will give the group a chance to finish projects or organize their materials for a continuing project.

- Arrange the environment to promote positive interactions. Have areas designed for certain activities with visible boundaries. For example, a conversation area should be small and cozy with soft furnishings and natural light. A work area should have bright lighting and ample storage space for supplies.

- Plan ahead. Have several backup activities on hand for unexpected changes such as a rainy day, a canceled field trip, or an activity that takes less time than you anticipated.

- Keep the day interesting. Have the children assist in the curriculum planning to ensure that they will be interested in the activities. Offer a balance of loud and quiet, formal and informal, child-initiated and leader-directed activities throughout the day. Give the children the opportunity to choose which activities they will participate in, or the opportunity to not participate at all.

- Instead of arbitrary punishment for a broken rule, use natural and logical consequences. Natural consequences refer to the direct result of a behavior. For example, if Susie decides not to eat morning snack until after it has been cleaned up, then Susie will experience the natural consequence of being very hungry by lunchtime. Logical consequences, on the other hand, are imposed by an adult and are directly related to the offense. If John tears the pages out of a book, then John is expected to mend or replace it. Sending him to time-out or making him write "I will not tear up books" 100 times has proven to be ineffective in learning self control and responsible behavior. Instead, he is shown how to right the wrong and make amends for the misdeed. No negative feelings persist on the part of the child or adult.

- Expect children to participate in the problem solving process when a rule is broken, or a problem is perceived. This can be accomplished in a group meeting or a one-on-one conference with the child or small group of children. Allow them to suggest solutions, or alternatives to your solutions and discuss all options before applying one. List all possible solutions without judgement or comment, then choose together from the list of possibilities. Try the chosen solution, then meet again to evaluate the results.

- Intervene immediately if a confrontation becomes physical or includes derogatory remarks or name-calling. After a calming down period for all involved, discuss feelings and other options. Monitor closely for a time after the situation has diffused.

- Try redirecting misbehavior. If Billy is running around screaming inside, suggest he move outside where he will not disturb others who are working quietly. When children experiment with cursing, offer alternative words that serve the same function but are more acceptable or help them make up new words.

For further information, please consult the following resources:

Quality Criteria For School-Age Child Care Programs and Developmentally Appropriate Practice in School-Age Child Care Programs, published by Project Home Safe

Creative Conflict Resolution: More than 200 Activities for Keeping Peace in the Classroom, by William J. Kreidler

Helping Teenagers into Adulthood: A Guide for the Next Generation, by George R. Holmes

Half a Childhood: Time for School-Age Child Care, by Judith Bender, Barbara Schulyer-Haas Elder and Charles H. Flatter

The Basics About Supervision

* You must FOCUS your entire attention on the supervision of the children when you are with a group.

* Use prep time for communicating with the other staff. Do NOT spend time talking to other staff when you are supervising children.

* When there is more than one staff person in the area, they should SPREAD OUT so that they can supervise the whole area better.

* When you are talking to or playing with one child, you still have to keep an eye on the WHOLE group. Sit or stand so that you can see the whole group easily.

* REMEMBER when a child leaves to go to the bathroom (make sure the child takes a buddy along) make sure the child returns in a reasonable length of time.

* When you take a group from one area to another, you should be AHEAD OF THEIR GROUP. Don't let children run ahead (to the playground, an activity room, etc.).

* Watch for POTENTIAL trouble before it starts. If you think something the kids are doing looks dangerous, STOP them. If they argue that someone else lets them do it, tell them that may be so, but you are in charge now and you do not think it is safe. You can discuss the situation later with the rest of the staff, but it is always best to follow your own "gut" feelings for the moment.

* Busy kids are easier to supervise than bored kids. Be sure that the children in your group have plenty to do. Help them get involved.

Staff/Child Interaction

* Show respect for the dignity of the children in all your dealings with them. Never talk about a child in front of him or other children. Demand, in return, that the children show respect for you.

* Show appropriate affection freely and frequently toward all of the children by:

☺Smiling at them
☺Hugging them
☺Touching them

* Address the children by name.

* Speak to the children at their eye level.

* Talk to the children during routine activities. Sit with them at snack, lunch and breakfast. Talk to them when they are lining up or waiting to board the van. Greet them enthusiastically as they arrive each day.

* Speak to individual children often.

* Speak quietly when you're in a group inside. Walk over to a child if you want to talk to her instead of calling out across the room. Avoid yelling.

* Encourage the children to do for themselves everything they can (such as clean-up, serving snack, mixing paints, making play dough, setting up "house" for dramatic play, etc.).

* Tell the children clearly what you expect. Don't ask a question when you really mean to be giving direction (Say, "It's time for everyone to

put their things away so we can be ready for the field trip now." Not: "Do you want to clean up your things now?").

* Show the children by your own behavior how you want them to behave (For example, don't interrupt the children if you expect them not to interrupt you when you are talking to someone.).

* Pay attention to positive behavior. Catch the children being good. Recognize prosocial behaviors such as cooperation, helping, sharing with a smile, a hug or comment.

* Don't touch a child you are disciplining unless it's necessary to restrain a child to prevent physical injury.

* Give all kids (boys and girls) equal opportunities for activities. Don't assume that some things are "for boys" and other things are "for girls".

Source: Kids Club: A School-Age Program Guide for Directors. by Linda G. Sisson

Dimensions of the BRIDGES Program

The BRIDGES program is divided into activity clubs/blocks designed around the interests of 10- to 14-year old children. The clubs described here are meant to be starting points. Other clubs can be formed by group members, based on their interests and the resources available. The club system can be used in several different ways, according to the number of adults able to supervise and resources (such as transportation) available. Clubs can be offered on a rotating basis, bi-weekly, monthly, or as needed. More than one club should be offered each time, but the total number for the children to choose from is optional. Leaders can choose to rotate clubs daily, or focus on the same club each day for a set number of weeks. When planning for a full-day program, three sets of clubs should be offered, two for the morning and one for the afternoon. Clubs and activities are designed around the following dimensions.

- **Career and self exploration/Identity Development**

  Young adolescents are beginning to see themselves as productive members of society. Many are considering career choices and options available to them in a field of interest. Early adolescence is also a time of finding out about one's self. Questions such as

"Who am I?", "What do I believe?", "What do I like to do?", "How do I express myself?" are challenges faced by children this age. BRIDGES is focused on identifying skills, interests and strengths as well as developing a healthy self-concept.

- **Skill Development**

  A goal of the BRIDGES program is to prepare children for self-care by allowing them the opportunity to learn the relevant skills in a safe, supervised setting. The focus of the program presented is on the building and enriching of skills and concepts related to safety, cooking, homework/study skills, responsible decision-making, communicating effectively, money management and social/leadership techniques.

- **Hobbies/sports/special interests**

  Young adolescents learn many valuable skills through play and recreation. Among these are conflict resolution, cooperating and teamwork, as well as improving both fine and gross muscle development. Activities offered will include areas such as arts and crafts, building/construction, computer, drama/theater, team sports such as basketball and soccer and individual sports such as swimming and track.

- **Community Service and Awareness**

Activities in this area will be built upon the serving of others through community projects, as well as accepting and respecting cultural and individual differences while focusing on similarities. The complete curriculum/training guide for *First Look,* a community service program, can be found in Section IX of this manual.

Space and Design of a Model Program

The space used for an after-school or summer program for 10-14 year old children is extremely important. Color, lighting, and room arrangement all play a major part in determining children's behavior. Most programs do not have the option of designing a model center from the ground up. Many after-school programs are held in lunchrooms or gymnasiums where the sound echoes off the pale yellow walls, mingling with the constant hum of the fluorescent lights. This situation is not ideal, but it can be successful. If possible, allow the group to paint the walls a pleasing color, or hang banners and posters reflecting their tastes. Spend time outside, away from the fluorescent lighting and pumped in air. If you do have the option of designing or rearranging space, please consider the following points.

Color

The colors of the walls and carpet can calm, energize, motivate or depress. If possible, use vivid, warm colors such as red, orange or yellow in areas where the children can be loud and develop gross motor skills. For relaxing, quiet areas and study areas, use blue, green or violet. These colors have been shown to influence tension level in children and adults. Neutral, or earth tones have been shown to have no effect on behavior. If you have the option of painting, allow the children to participate in the choosing of the color scheme and the actual work itself. This will promote a sense of ownership which leads to the children taking better care of their environment. If you have high ceilings, consider putting a border on the walls approximately eight inches above the tallest child's head. This will visually lower the ceiling for the children and give them more of a sense of control.

Lighting

The type of lighting used can affect children's behavior. Flourescent lighting has been linked to fatigue and general feelings of illness among people exposed for several hours. Studies have also linked flourescent lighting with decreased calcium absorption. Children and adults need to be exposed to natural light as much as possible, whether from being outdoors or from large windows indoors. For interior lighting, consider full-spectrum lighting. Full-spectrum lighting is the closest reproduction of natural light. Mental attitude and productivity of children and staff can be positively affected.

Space Arrangement

The arrangement of your space can also affect behavior and attitude. There should be definite boundaries between areas. Divide the space into centers or work areas by using moveable shelves or tape on the carpet as a boundary. Make sure each area is stocked with the tools and supplies needed to function properly. Consider the traffic flow. Children should be able to move around freely, without disrupting others.

Consider dividing the indoor space up into the following areas:

Welcoming space

bulletin board to keep parents and children informed of activities
place to put belongings (baskets, shelves, cabinets)

Relaxing space for talking with friends or listening to music

soft furniture
rugs
pillows and cushions
bean bags
coffee table or card table
table or CD player
headphones

Homework space

calculators
reference books
computer and printer
school supplies (pencils, rulers, paper)
table and straight backed chairs

Dramatic play space

costumes
books of plays and fairy tales
fabric scraps for making costumes
sewing supplies
props (cash registers, clipboards, stethoscopes)
large cardboard pieces for making scenery
stage area for putting on productions
puppets
full length mirror

Quiet play space

books and magazines
Lincoln Logs
Legos
puzzles
tables
chairs to be moved in a circle for group meetings
eating space that can be used for a large group meeting
board games (Monopoly, Scrabble, Pictionary, Guesstures, Uno, Chess)

Active indoor play space

soft Nerf type balls
hula hoops
tumbling mats
jump ropes
ping-pong, foosball or pool table

Art and project space

markers
paintbrushes
beads
colored pencils
felt
buttons
paper clips
tape
craft sticks
brads or paper fasteners
pipe cleaners or thin wire
paint
scissors
glue
fabric scraps
needles and pins
clay
yarn and string
stapler
wood scraps
magazines and catalogs for cutting
nails and screws of various sizes
tools (hammer, saw, drill, level, plane)
broken small appliances to take apart
storage space for unfinished projects
plenty of workspace (tables or countertops)
different kinds of paper (construction, newsprint, cardboard, wallpaper)

Suggested Furniture, Fixtures, Supplies and Materials

(Items actually purchased for the original pilot)

Activity Items:

books
magazines
VCR
birdies
volleyball
paddles and balls
balls and bats
Sony Playstation and games
journals
stereo
frisbee golf flags and holes
volleyball spikes
table tennis or pool table
mitts
croquet set
frisbees
horseshoe set
beach ball
ball net
basketball
balloons

Games:

Uno
Sorry
Checkers
Monopoly
Ker-Plunk
Skip-Bo cards
Twister
flash cards
Yahtzee
Rummikub
Channel Surfing
Connect Four
Knock-Out
Phase Ten cards
Uno Cards
Life
Adverteasing
Clue
Guess Who
puzzles
Trouble
playing cards

Furniture:

bean bags
bookcases
chairs
end tables
entertainment center
sofa
tables
lamps

Bathroom Supplies:

cleaning supplies
liquid hand soap
tissues
toilet tissue
paper towels

Project Supplies:

aprons
paint
water colors
paint brushes
sponges
paint containers
empty egg cartons
plastic shower curtains
plastic table clothes
clothes pins
beads
buttons
sequins
elastic thread
yarn
pipe cleaners
glitter
glitter dispensers
chalk
markers
crayons
pastels
sidewalk chalk
scissors
tape
pencils
pens
stencils
stickers
portfolios
paper
construction paper
scrap paper
fuse beads and mold
iron
wax paper
plastic cups

Outdoor Items:

charcoal
grill
handy wipes
cooler
grill utensils
cabana tent
Thermos
garbage bags

Office Supplies:

cork board and tacks
first aid kit
index cards and filer
dry erase board
dry erase markers
eraser
pencil sharpener
vacuum cleaner
hammer
message book
receipt book
scissors
school folders
small filing cabinet
pens
pencils
lotion
nails
stapler and staples
adhesive strips
telephone
rubber bands
spiral notebooks
tape with dispenser
extension cords
surge protector
tape measure

Kitchen Items:

bowls (large and small)
plastic containers with lids
baking dishes
pots and pans
cookie sheets
muffin pans
cooking utensils
measuring cups and spoons
spatula
large mixing spoons
colander
cutting board
stove
sandwich maker
sandwich bags
toaster oven
can opener
refrigerator
napkins
paper cups
paper plates
paper towels
plastic eating utensils
knives
metal tongs
ice cream scoop
ice cream maker
pitchers
popsicle trays with tops
dish cloths, towels, dish rack
dishwashing detergent
sponges
disposable gloves
ice trays
microwave oven
electric mixer
electric frying pan
squeeze bottles
storage containers
wax paper
aluminum foil
plastic wrap
freezer bags
plastic table cloths
toothpicks
trash cans and bags

Sample of Daily Activities for an After-School Program

2:30 - 3:30	Arrival and free choice of unstructured activities including snack, homework, outside play and talking with friends
3:30 - 4:30	Activity Block
4:30 - 6:00	Individual activities, homework, reading, quiet games, etc.

Sample of Daily Schedule for a Full-Day Summer Program

Please note: The schedule is approximate. Children will dictate when they are ready to move to a new activity.

6:30 - 8:30 Arrival and free choice of unstructured activities such as board games, reading, computer, manipulatives, catching up on projects left over from the day before, eating a light breakfast, or visiting with friends. This allows the group leaders the opportunity to address each parent and child individually as they arrive and insures that late-arrivers will not miss out on the new exciting projects offered that day.

8:30 - 9:00 Group meeting to discuss the day's activities and other issues that need to be addressed. This can be done in one large group or smaller groups depending on the total number of children enrolled.

9:00 - 10:30 Activity Block 1 - Children will be able to make choices from a list of activities offered to them by the staff. Children will choose the activities they would like to participate in, in advance, so that the staff or volunteers will be prepared. Activities will be offered more than once to allow all children to participate in every activity.

10:30 - 12:00 Activity Block 2

12:00 - 1:30 Lunch - Children will be served a nutritious lunch, made primarily by the children. Lunch will also be a time to relax, read, play quiet games or talk with friends and staff. Children will also take part in cleaning up after lunch as well as cleaning up other messy activities.

1:30 - 3:30	Special Activity - Children will go on a trip or participate in a special activity at the center (swimming, large group games, scavenger hunt, bowling, skating, etc.).
3:30 - 4:00	Snack and Clean-up
4:00 - 5:30	Activity Block 3
5:30 - 6:00	Free Choice of unstructured activities

Sample BRIDGES Weekly Field Trip Schedule

Week 1: 6/3 - 6/5
All fees due 6/3
Friday Trip ....6/5............Chewacla
Cost $3
Includes: Transportation, admission and picnic lunch

Week 2: 6/8 - 6/12
All fees due 6/5
Thursday Trip ....6/11 .....Ice Skating at Eastdale Mall
Cost $13
Includes: Transportation, lunch in mall and admission to skate

Week 3: 6/15 - 6/19
All fees due 6/12
Friday Trip...........6/19.....Bowling and CiCi's Pizza
Cost $10
Includes: Transportation, two games and lunch at CiCi's

Week 4: 6/22 - 6/26
All fees due 6/19
Thursday Trip..........6/25.......Hollywood Connection
Cost $13
Includes: Transportation, Movie and lunch

Week 5: 6/29 - 7/2
All fees due 6/26
Thursday Trip..........7/2...........Keisel Park
Cost $2
Includes: Transportation and picnic lunch.

Week 6: 7/6 - 7/10
All fees due 7/2
Friday Trip..........7/10.........Coca Cola Science Center
Cost $10
Includes: Transportation, admission, movie and picnic lunch

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BRIDGES Weekly Field Trip Schedule cont.

Week 7: 7/13 - 7/17
All fees due 7/10
Friday Trip..........7/17.......Skating
Cost $8
Includes: Transportation, lunch and admission

Week 8: 7/20 - 7/24
All fees due 7/17
Friday Trip..........7/24.......Surfside Water Park
Cost $12
Includes: Transportation, admission and picnic lunch

Week 9: 7/27 - 7/31
All fees due 7/24
Friday Trip..........7/31........ Food Bank and Mall
Cost $5
Includes: Transportation and lunch in mall

Week 10: 8/3 - 8/7
All fees due 7/31
Friday Trip.............8/7.........Mountasia Golf Course
Cost $13
Includes: Transportation, one course of golf, 5 tokens and lunch

Week 11: 8/10 - 8/14
All fees due 8/7
Friday Trip...........8/14............M. L. K. Park
Cost $2
Includes: Transportation and picnic lunch

Week 12: 8/17 - 8/19
All fees due 8/7
Tuesday Trip..........8/18............Six Flags
Cost $25
Includes: Transportation, park entrance and picnic lunch.

All trips are optional and care will be provided at the center during all field trips.

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Forms

Forms for staff records and enrollment are in the Administration Guide in sections II and III). In addition, the next few pages are forms that we found useful in the daily operation of a program that is licensed by state DHR as a special activities program. For additional forms, please see Forms Kit For Directors: (Every form you ever wanted to copy, borrow, steal, reproduce, design...), Early Childhood Directors Association, 1986.

Also, in Section XI in the back of the manual, all BRIDGES forms are provided for duplication.

Weekly Attendance Record

Week of:________________ to _________________, Year: ______________

NAME	MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY		
	in	out	in	out	in	out	in	out	in	out	total

BRIDGES

Medication Release

Name	Time to be given	Amount	Initials of staff
Medication:			
Monday:			
Tuesday:			
Wednesday:			
Thursday:			
Friday:			

Comments:

Parent's Signature: ______________________________

Date: ______________________________________

BRIDGES

FIELD TRIP PERMISSION SLIP

My child, ___________ _______________, has my permission to take the trip described below.

Date _________________________ Time_______________________

Place____

Purpose of trip____

Adults accompanying the group:

____

____

____

Notes

____

____

____

I understand the arrangements and believe the necessary precautions and plans for the care and supervision of the children during the trip will be taken. Beyond this, I will not hold the center responsible.

Signature of parent/guardian______________________________

****

For additional forms, please see Forms Kit For Directors: (Every form you ever wanted to copy, borrow, steal, reproduce, design...), Early Childhood Directors' Association, 1986

ACCIDENT REPORT

Name ________________________ Age ___ Location ________

Date ________ Time __________

Type of injury ____

Describe the incident (who, what, when, where, how). ____________________

Staff members present (name and position) ______________________________

Additional witnesses ____

Was any first aid given? If yes, please detail. __________________________

Person(s) notified (circle all that apply):

program administrator parent(s) physician/clinic hospital

Did the injured person receive medical care? If yes, please describe. _________

Action taken (circle one):

sent home called 911 sent to hospital name of hospital ________________

What measures could be taken to prevent a similar accident? ________________

Staff signature ____________________________ Date ______________

Program Director signature ____________________ Date ______________

PROGRAM ACTIVITY IDEAS

The activities section of this manual is designed to assist with the planning of fun and enriching activities for use in a school-age program. These activities have been gathered by staff of the BRIDGES program and AmeriCorps members.

Special thanks to Brian Dickey, Zanquetta Gray, Muriel Heard, Laynee McKeever, Kasey Simmons, Michele Smith, Wendy Yowell, and Reginald White who each put many hours of hard work into filling this manual with quality activities.

"Bridges
Cooking"
By Lindsay Freeland

COOKING ACTIVITIES

COOKING ACTIVITIES

_ Start by thinking of a cool name for your club. Brainstorm ideas, then vote on them.

_Check with your local cooperative extension agency for excellent nutrition and cooking literature and activities.

_There are many safety rules and precautions that must be learned before starting to cook. A fun and memorable way to learn these is through role-play. Divide the group into teams of 2 or 3. Give each team one of the following scenarios to act out. Supply props as needed. After each team acts their scene out, have the rest of the group guess what the problem was and how it can be prevented.

KNOW YOUR ALLERGIES: A child is severely allergic to peanut oil and is accidentally served peanut butter cookies.

CLEANLINESS: A child sneezes into his hands then begins to prepare food.

FOOD POISONING: A child handles raw meat then does not wash hands, and/or a child eats raw cookie dough made with uncooked eggs.

SHARP KNIVES: A child is cutting a carrot with the knife cutting upwards toward her face.

HEAT: A pot handle is turned out over the edge of a stove and a younger child reaches up and grabs it, knocking boiling water all over himself.

CORDS: A child trips over the electrical cord of the blender.

CHOKING: A child chokes on a grape. (It would be wise to have a medical professional teach the children the Heimlich maneuver as well as first aid and CPR)

_ Be a fat detective. Gather different types of food and ask the group to guess which ones are the fattiest by looking at them, touching them and tasting them. Fatty foods are usually greasy, oily, or creamy; however, there are exceptions such as avocados, which are high in fat. Do a fat test. Place food items including fatty items such as french fries, or chips on a brown paper bag. The fatty items will leave a grease stain on the bag.

_ Have the group list their favorite foods on individual pieces of paper. Provide books listing fat contents (available at the library) for them to refer to for fat contents. Show them a typical portion size of chips (1 oz.) to see if that matches the amount they generally eat. Beside the list of favorites make a column of substitutes for the high fat foods.

_ Have each child make a menu for the week for her family of healthy foods that they will enjoy. Ask each child to try out the menu with his family and report back to you. They could make a list of ingredients needed and copies of the recipes that they have chosen to share with their families.

_ Have a nutritionist come and speak to the group about healthy eating and safe food preparation.

_ Make a cookbook of your favorite recipes. After experimenting with many types of recipes, choose your favorites from categories including appetizers, main dishes, side dishes and desserts. You can ask the writing club to help with the editing and publishing. Include photographs and drawings. Make the cookbook available for friends and families. You might want to include nutrition information for each recipe.

_ Visit different types of restaurants. Call ahead to arrange a visit to the kitchen. Visiting a hotel or hospital kitchen would demonstrate mass quantity cooking. Have a list of questions prepared before visiting. Try visiting a pizza place, a fancy restaurant, a fast food restaurant, a deli, a cafeteria, and a restaurant with a foreign emphasis. Compare the differences in methods of cooking.

_ Play a blindfolded food guessing game. Pick a volunteer to be blindfolded. Give that person small bites of different foods, asking them to identify each one. Try scrambled eggs, cheese, celery, orange, green pepper, and cookies.

_ Sample different kinds of milk, including buttermilk, dry milk, whole milk, skim milk, condensed milk, evaporated milk, or goat's milk. Schedule a trip to a dairy farm ofa dairy plant.

_ Other possible field trips: Bakery, produce stand, canning factory, greenhouse, grain mill, chicken farm, cattle farm, natural food store, nutrition laboratory or department at a university, berry patch, grocery store.

_ Play a guessing game to learn equivalent measurements. Guess how many teaspoons are in a tablespoon, how many cups in a pint, etc.

3 teaspoons=1 tablespoon
16 tablespoons =1 cup
2 cups=1 pint
2 cups=1 pound
2 pints=1 quart
4 quarts=1 gallon
1 pound all-purpose flour=4 cups
1 pound cake flour=5 cups
1 pound granulated sugar=2 cups
3 to 4 eggs=1 cup
1 lemon=2 to 3 tablespoons of juice
1 pound grated cheese=4 cups
1 cup dry rice=3 cups cooked
1 pound chopped nuts=3 cups
1 ounce butter=2 tablespoons

_ To learn about group quantities in cooking, play a relay game. On a bulletin board on one side of the room have 4 posters with the words "feeds one person" on the first, "feeds two people" on the second", "feeds three people" on the third, and "feeds four people" on the fourth. Divide the group into two teams and give each person a slip of paper with a quantity and item on it (for example "½ cup rice"). Write each team's slips on different colored paper for easy tracking. When you say go, one at a time each team must send a member to the bulletin board with their slip of paper. They must pin it on the poster that indicates how many people it will feed. Here are a few starters:

½ pound of meat for 1 person
1 pound ground hamburger for 2 people
1 pound cold cuts for 3 people
½ pound fresh vegetables for 1 person
2 ½ pound chicken for 3 people
½ pound fish fillets for 2 people
1 pound pasta for 4 people
1 large potato for 1 person
½ cup rice for 2 people

_ Plan a spaghetti supper (or chili, burgers...) to serve to the parents at the end of the scheduled club time. Make a grocery list, shop for ingredients, prepare food, serve and clean up. Perhaps the drama club would like to put on a play, talent show, or skit as the evening's entertainment. The writing club could be responsible for making written announcements for the parents and menus for the meal.

_ Make up new recipes. Combine ingredients in a way that you think would be pleasing. Remember to use small quantities to avoid waste if the combination is disastrous. Give names to your creations and publish the recipes for friends to take home.

_ If you take a lunch to school, plan a varied and nutritious lunch menu for a week. If the club is meeting during the summer, plan, shop for, and prepare the lunches and snacks for a week.

_ Try making the same recipe in several different types of appliances. Experiment with microwaving vs. stovetop, electric skillet vs. frying pan vs. griddle. Do adaptations need to be made to the recipe? Does it taste the same? Which is better?

RECIPES
Appetizers and Munchies

Fruit Cup

Directions

Cut any kind of fruit into bite-sized pieces and place in bowls or cups. Cover with 7-Up or Ginger Ale just before serving. You can also mix in yogurt.

Popcorn Cakes

Ingredients

4 quarts popped corn	½ cup margarine
½ pound peanuts	½ cup cooking oil
1 pound marshmallows	

Directions

Mix dry ingredients in a large pot.
Melt margarine with oil and marshmallows in double broiler.
Pour over dry mixture and mix well.
Pack tightly into a greased pan.
When set, sprinkle with colored sugar.
Cut and serve.

Quick Kabobs

Ingredients

grated coconut	cheese cubes
orange juice	skewers

wax paper
slices of banana, apple, melon, pineapple and other fruit

Directions

Put fruit and cheese on skewers.
Dip the fruit skewer in orange juice and roll in coconut

Apple Sandwiches

Ingredients

apples
peanut butter
raisins

Directions

Cut apples into thin slices.
Spread peanut butter on apple slices.
Place raisins on top of the peanut butter.
Top with another apple slice.

Peanut Butter Balls

Ingredients

1 ½ cups of oatmeal
¾ cup of jelly or honey
1 ½ cups of dry milk
¾ cup of peanut butter
wheat germ, crushed Graham crackers, or powdered sugar

Directions

Mix all ingredients together in a large bowl.
Form into balls.
Roll the balls in wheat germ, crushed Graham crackers or powdered sugar.

Gorp

Ingredients
nuts, coconut, raisins, oatmeal, chocolate chips, chow mein noodles, butterscotch chips, pretzels, cereal, wheat germ, small crackers, sunflower seeds, etc.

Directions
Mix in any combination and eat. This is nice to make and take on a field trip in a zip-lock bag.

Cinnamon-Apple Crunch

Ingredients
5 cups cereal
¼ cup walnut halves
¼ cup sugar
½ tsp. cinnamon
½ cup coarsely cut dried apples

Directions
Combine cereal and walnuts in a 13" by 9" by 2" baking pan.
Stir together sugar and cinnamon.
Sprinkle over cereal mixture, stirring to coat evenly.
Bake at 250 degrees for 45 minutes, stirring every 15 minutes.
Gently stir in apples and spread on absorbent paper to cool.

Nut Goodie Bars

Ingredients
12 oz. package of chocolate chips
12 oz. package of butterscotch chips
10 oz. package of peanuts
1 cup peanut butter

1 package of miniature marshmallows

Directions

Mix chocolate and butterscotch chips on top of stove on low heat.
Add peanut butter, peanuts and marshmallows.
Pour into 9" by 13" by 2" pan.

Apple Boats

Ingredients

2 apples
2 slices cheese
2 tablespoons raisins
½ cup peanut butter
½ cup crispy rice cereal

What You Will Need

plastic knife
bowl

Directions

Cut apples in half and remove the core.
Mix peanut butter, raisins, and cereal.
Fill wedges in each apple with mixture.
Cut cheese slices in half to make triangles (sails).
Set sails into peanut butter mixture.

Bananas with Yogurt

Ingredients

4 bananas
½ pint natural yogurt
2 ounces coconut
½ lemon

What You Will Need

serving bowl

Directions

Peel the bananas and cut them crossways into pieces about ½ inch thick.

Sprinkle with juice from the lemon.

Mix bananas with yogurt in a serving bowl.

Top with coconut.

Chill for 2 hours and serve.

Peanut Butter Dip

Ingredients

½ cup peanut butter

¼ cup frozen orange juice concentrate

½ cup plain yogurt

What You Will Need

bowl

fresh fruit or raw vegetables

Directions

Mix all the ingredients together in a medium bowl.

Serve the peanut butter dip with fresh fruit or raw vegetable chunks.

Yield: 8 servings (2 tablespoons each)

Peanut Butter Fondue

Ingredients

1 ½ cups peanut butter

4 tablespoons lemon juice

½ cup non-fat dry milk

½ cup hot water

1 teaspoon honey

What You Will Need

medium saucepan
fresh fruit or raw vegetables

Directions

Blend the peanut butter, dry milk, honey, and lemon juice in a medium saucepan over low heat.
Add hot water until the mixture has the consistency of heavy cream.
Serve the peanut butter fondue with fresh fruit or raw vegetables.

Yield: 24 servings (2 tablespoons each)

Honey Nut Cereal Bars

Ingredients

5 cups Honey Nut cereal
¾ cup light corn syrup
1 teaspoon vanilla
2 cups milk chocolate chips
¾ cup sugar
1 cup peanut butter
½ cup peanut butter

What You Will Need

large bowl
13 X 9-inch pan, greased
2-quart saucepan

Directions

Place cereal in a large bowl and set aside.
Combine sugar and corn syrup in a 2-quart saucepan.
Cook over medium heat, stirring occasionally, until mixture comes to a full boil (2-4 minutes).

Boil 1 minute.
Remove from heat.
Stir in 1 cup peanut butter and vanilla until smooth.
Immediately pour over cereal, tossing to coat well.
Press into bottom of greased 13 X 9-inch pan.
Meanwhile, in 1-quart saucepan, heat chocolate chips and ½ cup peanut butter over low heat, stirring constantly, until melted and mixture is smooth (2-3 minutes).
Spread evenly over cereal mixture.
Refrigerate 1 ½ hours or until chocolate is set.
Cut into bars.
Yield: 30 bars

Chocolate Nut Clusters

Ingredients

Clusters:

1 cup dry-roasted peanuts
3 cups toasted oats cereal
2 cups semisweet chocolate chips
10 ounces almond bark or vanilla-flavored candy coating

Topping:

1 teaspoon vegetable oil
2 ounces almond bark or vanilla-flavored candy coating

What You Will Need

2 ½ quart microwave safe bowl
microwave oven
waxed paper

Directions

In a $2\frac{1}{2}$ quart microwave-safe bowl, combine chocolate chips and 10 ounces almond bark.
Microwave on HIGH, stirring every minute, until completely melted (4-5 minutes).
Stir until smooth.
Stir in cereal and peanuts.
Drop by teaspoonful onto waxed paper.
Chill for 30 minutes.

For topping:
Melt remaining almond bark on HIGH for 30 seconds.
Stir in oil.
If necessary, microwave another 30 seconds to melt completely.
Stir and drizzle over clusters.
Store tightly covered in refrigerator.
Yield: 4 dozen clusters

Rice Crispy Treats

Ingredients
6 cups Rice Crispies
3 tablespoons margarine
10 ounces marshmallows

What You Will Need
food coloring
pan
microwave oven
cooking spray
bowl
aluminum foil
wax paper
spatula
knife

Directions
Melt margarine and marshmallows in microwave for 2 minutes.
Stir.

Microwave for 1 minute.
Mix in food coloring.
Mix in Rice Crispies.
Spread, using buttered spatula.

Cheese Straws

Ingredients

- 2 ½ cups American cheese, shredded
- ½ cup margarine, softened
- 1 ½ cups enriched all-purpose flour, unsifted
- ¼ cup water

What You Will Need

- large bowl
- rolling pin
- baking sheets
- pastry blender or fork
- knife

Directions

Mix the cheese, margarine, and flour together in a large bowl with pastry blender or fork.
Add the water.
Mix to pie crust consistency.
Roll the dough out to ⅛ inch thick.
Cut the dough into 40 strips.
Place the strips on baking sheets.
Bake at 450° for 6-8 minutes, or until lightly browned.

Variations

Cut the dough into shapes, numbers, or letters of the alphabet.

Yield: 20 servings (2 straws each)

Go Nutty Snack

Ingredients

- 8 double Graham crackers
- 1 cup peanut butter
- $\frac{1}{4}$ cup honey
- $\frac{1}{2}$ cup nonfat dry milk

What You Will Need

- blender or rolling pin
- medium bowl
- shallow pan
- baking sheet

Directions

Place the Graham crackers in a blender and blend until fine (or crush crackers with rolling pin).
Place Graham cracker crumbs into a shallow pan.
Mix honey, peanut butter, and dry milk together in a medium bowl.
Shape the mixture into 24 balls.
Roll each ball in the Graham cracker crumbs.
Place balls on a baking sheet.
Cover and chill in the refrigerator.

Yield: 8 servings (3 balls each)

Monkey Bread

Ingredients

- 4 tubes of refrigerated buttermilk biscuits
- 1 $\frac{1}{2}$ sticks margarine
- 3 cups brown sugar
- 4 tablespoons cinnamon

What You Will Need

2 pie tins
small pot
small mixing bowls

Directions

Combine the brown sugar and the cinnamon.
Divide brown sugar mixture in half and put it into two separate bowls.
Melt one stick of margarine in a small pot over low heat or in microwave oven.
Open the biscuit tubes and separate the biscuits.
Tear each biscuit into three pieces and roll each piece into a ball.
Dip the balls into the melted butter and then into brown sugar mixture.
Divide the balls in half and stack them into each of two greased pie tins.
Melt half the stick of margarine with the remaining brown sugar mixture.
Pour the mixture over the coated balls in the pie tins.
Bake each tin at 350° for about 20 to 25 minutes.
Turn off oven and let pie tins sit for 5 minutes.
Remove the tins from the oven and let bread cool.

No Bake Cookies

Ingredients

1 cup sugar
½ teaspoon salt
6 tablespoons cocoa
½ teaspoon vanilla
1 cup coconut
½ cup milk
½ cup butter
½ cup chopped walnuts
3 cups oatmeal

What You Will Need

electric fry pan or hot plate
wax paper
decorations

Directions

Cook sugar, butter, milk, and vanilla until it comes to a full boil in electric fry pan or hot plate.
Boil for 5 minutes.
Combine the dry ingredients with the liquid mixture and mix thoroughly.
Drop by teaspoonful onto wax paper.
Let set until cooled.
Decorate with M&M's, raisins, chocolate chips, etc.

SIDE DISHES

Hummus

Ingredients

1 15 oz. can of garbanzo beans
⅓ cup sesame seeds
1 clove chopped garlic
juice of ½ lemon
1 tablespoon olive oil

Directions

Drain garbanzo beans, setting aside ¼ cup liquid.
Combine all ingredients, including the bean liquid in a blender or food processor.
Puree until smooth.

Serve with pita bread or fresh vegetables.

Green Beans With Mushroom-Cheese Sauce

Ingredients

1 can cream of mushroom soup
½ cup grated American cheese
2 cups cut green beans, cooked and drained

Directions

Combine soup and cheese.
Heat slowly until cheese is melted, stirring constantly.
Add green beans.
Heat thoroughly.

Stuffed Peppers

Ingredients

6 medium size green peppers
1 cup soft bread cubes
dash of pepper
2 tablespoons minced onion
1 pound ground beef
½ teaspoon salt
1 egg, slightly beaten
1 can condensed tomato soup

Directions

Remove tops and seeds of peppers.
Steam shells about 5 minutes.
Combine rest of ingredients using only ½ can of soup.
Mix well.
Fill peppers with stuffing.
Bake at 375 degrees for 30 minutes.
Pour remaining soup over peppers.

Cook for 15 more minutes.

Applesauce

Ingredients

3 apples
¼ cup honey

Directions

Wash apples and cut into quarters.
Place in saucepan or electric skillet with a small amount of water.
Cover and cook slowly until tender.
Strain and add honey.

Baked Mashed Potatoes

Ingredients

4 cups hot mashed potatoes
1 cup hot milk
4 tablespoons butter
bread crumbs

Directions

Mix mashed potatoes with butter and milk.
Put in baking dish.
Cover with bread crumbs.
Bake at 400 degrees for 25 minutes or until crumbs are browned.

Bean Salad

Ingredients

1 can green beans
1 can yellow wax beans
1 can kidney beans
1 can garbanzo beans
Italian dressing

Directions
Drain beans and toss with Italian dressing.
Chill for 1 hour.

Hashbrowns

Ingredients
3 cups grated raw potatoes (4-5 potatoes)
1 medium onion, grated
1 teaspoon salt
⅛ teaspoon baking powder
½ cup butter
2 eggs
2 tablespoons flour

Directions
Combine grated potatoes and onions.
Beat eggs and add to mixture along with salt, flour, and baking powder.

Mix well.
Spoon mixture onto hot greased skillet.
Fry on both sides until done.

Homemade Pickles

Ingredients
1 medium onion
1 large cucumber
½ cup vinegar
5 tablespoons of water
1 quart glass jar with lid
1 tablespoon chopped parsley (optional)
½ teaspoon of salt
2-3 shakes of pepper
5 tablespoons of sugar

Directions
Cut the onion into thin slices.
Wash the cucumber.

Using a fork or vegetable peeler, scrape the length of the unpeeled cucumber up and down, making stripes all the way around.
Cut the cucumber into thin slices.
Toss the onion and cucumber together.
In a separate bowl, mix the vinegar, water, sugar, salt and pepper.
Pour vinegar mixture over the onion-cucumber mixture.
Cover and refrigerate for at least 24 hours.

Potato Salad

Ingredients

3 cups cooked potatoes cut into bite-sized pieces
2 tablespoons vinegar
1 tablespoon mustard
⅛ teaspoon pepper
½ cup mayonnaise
½ cup celery
2 tablespoons bread and butter pickles
1 hard boiled egg
½ teaspoon salt
½ teaspoon paprika
½ cup diced cheese

Directions

Mix all ingredients together.

MAIN DISHES

Pot Roast

Ingredients

4 pounds chuck roast
1 green pepper
2 large tomatoes
salt and pepper
1 beef bouillon cube
4 carrots
2 large onions
4 large white potatoes
1 cup water

Directions

Wash and cut vegetables.

Season meat lightly and place in roasting pan with water and vegetables.

Roast at 350 degrees for ½ hour.

Add bouillon cube and cook another 1½ hours until tender.

Chili Con Carne

Ingredients

1 pound ground beef
1 small onion, chopped
2 cans tomato soup diluted with 2 cans water
½ teaspoon chili powder
¼ teaspoon cumin
1 teaspoon salt
1 can kidney beans

Directions

Brown meat and onion.

Add tomato soup, water, and spices.

Simmer until meat is well cooked.

Add kidney beans and heat until warm.

Tuna Salad

Ingredients

16½ ounce can of tuna, drained
1 hard boiled egg, chopped
½ cup diced celery
½ cup mayonnaise

Directions
Mix ingredients, chill and serve.

Baked Pork Chops

Ingredients

5 thick pork chops
1 teaspoon lemon juice
nutmeg
butter
1 lemon, cut in 5 slices
bread crumbs
salt and pepper

Directions

Place chops in greased baking pan with a slice of lemon on each.
Sprinkle with breadcrumbs, salt, pepper, nutmeg and dot with butter.
Add lemon juice and bake at 350 degrees for 1 to 1½ hours, or until well-done.

Baked Fish Fillets With Tomato Sauce

Ingredients

1½ to 2 pounds fillet of flounder or other white fish
2 tablespoons melted butter
1 can condensed tomato soup
2 tablespoons lemon juice

Directions

Place fish in lightly greased baking dish.
Brush with melted butter.
Bake at 375 degrees for 30 minutes.
Place on a hot platter.
Heat soup and lemon juice.

Pour over fish.

Pizza Casserole

Ingredients

- 1 pound lean ground beef
- 1 medium onion, sliced
- 1 medium green pepper, diced
- 1 large pepperoni, diced
- 3 cups cooked macaroni
- 12 ounce package grated mozzarella cheese
- 28 ounce can spaghetti sauce

Directions

Brown hamburger with onion and green pepper.
Mix all ingredients together, except for half of the cheese.
Put into 2 casserole dishes and top with remaining cheese.
Bake at 350 degrees for 45 minutes.

Tater Tot Casserole

Ingredients

- 2 pounds lean ground beef
- 1 can cream of mushroom soup
- 1 package onion soup mix
- Tater Tots

Directions

Brown and drain ground beef.
Mix with mushroom soup and onion soup mix.
Put in baking dish and cover with Tater Tots.
Bake at 375 degrees until Tater Tots are done.

One Dish Chicken And Rice Bake

Ingredients

1 can cream of mushroom soup
4 skinless, boneless chicken breast halves
1 cup water
¾cup uncooked regular white rice
¼ teaspoon paprika
¼ teaspoon pepper

Directions

In 2 quart baking dish mix soup, water, rice, paprika, and pepper.
Place chicken on rice mixture.
Sprinkle with additional paprika and pepper.
Cover and bake at 375 degrees for 45 minutes or until done.

Tiny Pasta

Ingredients

10 ounce package of tiny pasta
3 cubes of chicken bouillon
2 eggs
2 ½ cups of water
¼ stick of butter
½ cup of shredded cheese

Directions

Bring water to a boil.
Dissolve bouillon cubes.
Add pasta to broth and let cook until pasta absorbs water.
Melt butter in pasta.
While pasta is cooking, break eggs into a bowl and beat with a fork.
Shred cheese into the egg.

After butter is melted in pasta, stir in the cheese/egg mixture until it melts.

Serve hot.

"Roast" Crockpot Chicken

Ingredients

1 whole chicken, or chicken pieces
1 onion, cut up
1 can chicken broth

Directions

Place onion in bottom of crockpot.
Add chicken and pour broth over the top.
Cover and cool on low for six hours or more.
You can thicken the broth for gravy or save it for soup.

Scrambled Eggs

Ingredients

3 eggs
1 tablespoon milk
⅛ teaspoon salt
1 tablespoon butter

Directions

Melt butter in skillet.
Beat eggs until whites and yolks are mixed.
Add salt and milk.
Pour in skillet and stir until fluffy.
As an option, try adding a little grated cheddar cheese to the eggs before cooking.

Barbecued Spare Ribs

Ingredients

5 pounds spare or short ribs
salt and black pepper
2 tablespoons vinegar
2 tablespoons Worcestershire sauce
½ teaspoon red pepper
flour
2 medium onions, sliced
1 teaspoon chili powder
¾ cup water

Directions

Sprinkle ribs with flour, salt, and black pepper.
Place in a roaster and cover with onions.
Combine the rest of the ingredients and pour over the meat.
Cover and bake at 350 degrees for 2 hours.
Baste occasionally, turning the meat once or twice.
Remove the cover during the last 15 minutes of baking to brown.

DESSERTS

Animal Crackers or Gingerbread People

Ingredients

1 cup sugar
1 egg
2 ½ cups flour
½ teaspoon ground cloves
¾ cup shortening
2 tablespoons molasses
1 teaspoon round ginger
pinch of salt

Directions

Cream sugar and shortening.
Beat in egg and molasses.
Sift the dry ingredients and add slowly.

Make into small balls and shape into animals.
Bake at 375 degrees for 8-10 minutes.

Oatmeal Cookies

Ingredients

2 sticks margarine or butter
2 eggs
¾ teaspoon baking soda
1 teaspoon cinnamon
2 cups raw oatmeal
1 cup sugar
1 tablespoon milk
2 cups flour
1 cup raisins

Directions

Cream margarine and sugar.
Beat eggs with milk and add to creamed mixture.
Sift baking soda, flour and cinnamon and add to mixture.
Stir in raisins and oatmeal.
Drop rounded spoonfuls on pans.
Bake at 375 degrees for 12 minutes.

Oatmeal Spice Cake

Ingredients

1 stick margarine or butter
1¼ cups boiling water
1 cup brown sugar
1 ½ cups flour
1 teaspoon baking soda
½ teaspoon nutmeg
2 teaspoons cinnamon
1 cup oatmeal
1 cup sugar
2 eggs
½ teaspoon salt
1 teaspoon baking powder
1 teaspoon allspice

Directions

Place margarine, oatmeal, and boiling water in a bowl.
Stir and set aside for 20 minutes.
Combine other ingredients.
After 20 minutes, blend oatmeal mixture with other ingredients and pour into 9 ½" by 12" pan.
Bake at 375 degrees for 40 minutes.
Frosting is optional.

French Chocolate Pie

Ingredients
1 8" pie shell
¾ cup sugar
1 teaspoon vanilla
1 ounce (1 square) chocolate, melted and cooled
½ cup butter
2 eggs

Directions
Cream butter.
Gradually add the sugar, creaming well.
Blend in chocolate and vanilla.
Add eggs, one at a time, beating 5 minutes after adding each one.
Place in cooled pie shell.
Chill 1 to 2 hours.
Before serving, top with whipped cream and walnuts.

Baked Apples

Ingredients
6 apples
¼ teaspoon butter
cinnamon or nutmeg to flavor
1 tablespoon sugar
6 tablespoons water

Directions

Wash and core the apples.
Place them in a baking dish.
Fill each center with sugar and butter.
Pour water into dish.
Cook in hot oven until tender (about 20 to 30 minutes).
Remove from oven and sprinkle with cinnamon or nutmeg.

Honey Fudge

Ingredients

2 cups sugar
¼ teaspoon salt
¼ cup honey
1 cup nuts
1 square unsweetened chocolate
1 cup evaporated milk
2 tablespoons butter

Directions

Boil sugar, chocolate, salt, and milk for 5 minutes.
Add honey and cook to a soft ball stage.
Add butter and let stand until lukewarm.
Beat until creamy, add nuts, and pour into buttered pan.
Cut when firm.

Chocolate No-bake Cookies

Ingredients

¼ cup cocoa
½ cup milk
½ cup peanut butter
3 cups raw oatmeal
¼ cup butter
2 cups sugar
1 teaspoon vanilla

Directions

Bring first four ingredients to a rolling boil for 1 minute.
Turn off heat.
Add peanut butter, stir to melt.
Stir in vanilla, then add oatmeal.
Drop by spoonfuls on wax paper.
Eat when cool.

Chocolate Chip Cookies

Ingredients:
2¼ cups flour
1 tsp. baking soda
1 tsp. Butter Flavored Crisco
¾ cup granulated sugar
11.5 oz. Nestle Toll House Milk Chocolate Chips
¾ cup brown sugar
1 tsp. vanilla
2 eggs

Directions:
Combine flour, baking soda, and salt in a small mixing bowl
Beat, with a mixer, Crisco, granulated sugar, brown sugar and vanilla in a large mixing bowl.
Add eggs to large mixing bowl, one at a time. Beating after each addition.
Gradually beat in flour mixture.
Stir in chocolate chips.
Bake on greased cookie sheets at 375 degrees for 5-9 minutes.
Yields: about 5 dozen cookies.

Peanut Butter Balls

Ingredients
1 ½ cups of dry oatmeal
1 ½ cups of dry milk
¾ cup of honey
¾ cup peanut butter

Directions

Mix all ingredients together

Roll into balls.

Put on plates and cover with plastic wrap.

Pretzels

Ingredients:

1 cup warm water
1 envelope yeast
1 tablespoon sugar
1 egg
1 tsp. salt
2 ½ cups flour
pastry brush
coarse salt

Mix together warm water, yeast and sugar. Set aside for 5 minutes.

Put salt and flour in a bowl. Add yeast mixture. Mix together to form a dough.

Shape into creative twists.

Beat egg and brush onto twists. Sprinkle twists with coarse salt.

Bake at 425 degrees for 12 minutes.

Pizza Muffin

Ingredients:

English muffins
pizza sauce
aluminum foil or wax paper
shredded mozzarella cheese
pepperoni (optional)

Place muffins on wax paper sheets or aluminum foil.

Spread pizza sauce over the muffins.

Then add pepperoni and cheese.

Place muffins in an oven at 350 degrees until cheese is melted.

Banana Surprise

Ingredients:
Firm but ripe bananas
Graham crackers
Peanut butter

Also Needed:
knives
cutting surface
popsicle sticks
bowls

Crush Graham crackers.
Peel bananas and cut in half crosswise.
Insert stick in flat end.
Spread with peanut butter and roll in Graham cracker crumbs.
As a variation, roll bananas in honey or yogurt, then in wheat germ.
Freeze.

Chex Muddy Buddies

Ingredients
9 cups Chex cereal
1 cup semi-sweet chocolate chips
$\frac{1}{2}$ cup peanut butter
$\frac{1}{4}$ cup margarine or butter
1 tsp. vanilla extract
1 $\frac{1}{2}$ cups powdered sugar

Measure cereal into a large mixing bowl and set aside.
In a small saucepan, over low heat, melt chocolate chips, peanut butter and margarine.
Pour chocolate mixture over cereal, stirring gently until all pieces are evenly coated.

Spoon cereal into large ziploc bags containing powdered sugar. Seal bags securely and shake until all pieces are well coated with sugar.

Spread on waxed paper to cool.

Recipes and information came from many sources, some unknown. Consult the following sources for additional recipes.

The Betty Betz Teen-Age Cookbook, Betty Betz, 1953, Henry Holt & Co.

Cooking and Eating with Children: A Way to Learn, Oralie McAfee, 1974, Association for Childhood Education International

Cooking Wizardry For Kids, Margaret Kenda & Phyllis Williams, 1990, Barron's Educational Services

Great Meals, Great Snacks, Great Kids: The Low-Fat Low-Cholesterol Way to Your Children's Lifetime Health, Joseph Wilkinson, 1989, Scholastic

Kitchen Fun For Kids, Michael Jacobson & Laura Hill, 1991, Henry Holt & Co.

More Than Graham Crackers: Nutrition Education and Food Preparation with Young Children, Nancy Wanamaker, 1979, NAEYC

Pretend Soup, Mollie Katzen & Ann Henderson, 1994, Tricycle Press

Choo Choo
Wind up Toy Train

Paddle n' ball

INDOOR/OUTDOOR ACTIVITIES & GAMES

Wind up robot

Welcome to the INDOOR/OUTDOOR GAMES AND ACTIVITIES BLOCK! Indoor and outdoor group games, as well as team sports, may be played during this block. Some games will be familiar and some will be new. Possible activities include visiting a sports arena and attending a college or professional game. The goal of the sports and games block is to provide the opportunity to learn new skills, as well as sportsmanship and teamwork. You will need access to an open field for outdoor games and a large open indoor area with no obstructions.

GENERAL RULES

☆ Keep safety in mind at all times. Check the playing area daily for sharp objects, slippery places and sticks.

☆ Never let a game get too physical or rough.

☆ Water games must be supervised by a lifeguard. Make sure all players can swim proficiently. Those that cannot or do not want to participate should be offered equally interesting alternatives.

☆ Rotate team members so that each child gets the chance to work with children of different skill levels.

☆Do not allow taunting or teasing related to children's skill level or ability. Have strict rules regarding sportsmanship. For example, if a child makes fun of the way another child swings a bat, then he/she would have to sit the rest of the game out.

☆ When picking teams, make sure there is a balance of skill level on each team, but not at the sacrifice of children's feelings. Rotate team leaders, and use a system such as numbering off to choose teams. Look on page 160 in this section to find more ideas for choosing teams.

BASIC SUPPLIES TO HAVE ON HAND

- Balls of all shapes, sizes, and weights
- Pylons or cones for marking boundaries
- Cards and card games (Uno, Phase 10...)
- Jump ropes
- Hula hoops
- Board games

ACTIVITIES

★ Think of a fun name for your club. You could pick from local sports teams, sports heroes, team mascots, or just make one up. Vote on the final name. Remember that teams will be chosen from the group, and that each team can choose a team name that day.

★ Have a discussion on what it means to be a good sport. Include attitude, the willingness to cooperate and fairness in your discussion. Lay down the ground rules and consequences for showing poor sportsmanship.

★ Discuss sports stars. What makes them popular? Are they good role models? Why or why not? What does it take to be a sports star? Is there a local sports star who would be willing to talk to your group? Write letters to favorite local stars asking for advice or suggestions.

★ Visit a local sports arena (colleges and universities are very cooperative and willing to lead tours of their facilities) and find out what goes on behind the scenes. Remember to check out sports that do not get much media attention, such as gymnastics, tennis, swimming and diving, golf, softball, and women's basketball.

★ Attend a sporting event as a group. Have the group keep up with the statistics during the game and compare notes afterward. Try to meet some of the players afterward to get autographs and ask questions.

★ Locate resources that detail the rules of popular sports such as baseball, soccer, basketball and football. Learn the rules and positions before playing. Find out how the rules originated and how the referees signal which rule is broken.

★ Join or start a local team fan club. Publish a newsletter with facts, figures, and stories about your team.

★ Learn new indoor active games. Ask each child to teach a game that they have played to the group. Allow each child a chance to share, even if some of the games are duplicated.

★ Learn new board games, card games and quiet indoor games. If you do not have a supply of games, ask each child if they can bring one from home to share for the duration of the club.

★ Learn how to play chess, then attend a chess tournament.

★ Bring in computer or video games that involve strategy and thinking and acting more than reacting. Set up a tournament among your club members.

★ Visit a game room if you do not have access to pool, ping pong, foosball and/or air hockey tables in your club location. Have the children bring in a pre-set, small amount of money to spend on games and snacks. Try to find a game room that offers more than just video games.

★ Plan a mini-Olympics, complete with opening and closing ceremonies and medals. Make sure the sports chosen are ones in which all the children have a chance to win. Include sports that require different strengths, such as speed (track), agility (hurdles), concentration (archery), and teamwork (volleyball).

★Use the following methods when choosing team leaders:

- Do a number guess. Choose a number and ask the group members to guess the number. The two who come the closest are the leaders for that activity.
- Put everyone's name on slips of paper and put in a bag marked "leaders." Draw two names from the bag. Those two are the team leaders for that activity. Put the leaders' names in another bag to indicate that they have already had a turn.
- Cut two different colors of paper into strips. Make the same number of strips as you have group members. Make one or two (depending on how many leaders you need) strips of a third color of paper. Put all strips into a bag or box and have the group members draw strips of paper until the leader strips are drawn.

★ Use the following methods for choosing teams:

- The group leader calls out things that people have in common (ponytails, blue shirts, white socks...) and then yells "GO." The group members then get into groups that have one of the common characteristics. Call out the same number of characteristics as teams that you need for that game. If teams are uneven, ask for volunteers to change teams.

- Make groups according to the month of your group members' birthdays. If you need two teams, ask the people with January to June birthdays to be on one team and those with July to December birthdays to make up the other team. You can also use initials to divide up. For example, all members with a last name beginning with letters A-M on a team.
- Ask the group members to each hold up any number of fingers they want to. All those with an odd number of fingers held up go on one team, and all the even numbers go on the other.
- Use counting rhymes such as one potato, two potato or eeny, meeny, miney, moe to eliminate half of the group. Those children make up one team, and the ones not eliminated make up the other.

★ Play childhood classics such as kickball, stickball, Wiffle ball, red rover, king of the hill, dodge ball and frisbee. There are many resources available at bookstores that explain the rules of common games, as well as new or not so common ones.

OUTDOOR/ INDOOR ACTIVE GAMES

Countries

Number of players: at least 8, the more the better

Materials needed: one ball

Object of the game: to avoid being hit by the ball and remain in the game

Directions:

Each player chooses a country and announces their country to the group. Players stand in a circle with one player in the middle. That player begins the game by throwing the ball in the air and calling out a country. The person whose country was called has to retrieve the ball while everyone else runs away from the ball. Remember to mark boundaries to keep the group from running too far. When the person whose country was called retrieves the ball, he/she yells "STOP." At that time everyone must stop in their tracks. The person with the ball takes three steps toward the closest person and tries to hit them gently with the ball. That person must remain where they are, but can squat down, swivel, or move their body. Their feet must remain planted. If the person is hit, they then call everyone back to the circle and throw the ball, calling out another country. If they are not hit, the thrower becomes the person in the middle calling out a country.

Variations:

1. Children can choose numbers, animals, states, insects, etc. instead of countries.
2. In the variation called "SPUD," each player chooses a number. When a player is hit, they are assigned a letter S, then P the next time, then U, then D. After spelling SPUD they are eliminated from the game.

Capture the Flag

Number of players: at least 8, the more the better

Materials needed: a scarf, bandana, or fabric scrap for each player to serve as flags

Object of the game: for one team to capture all of the "flags" of the other team

Directions:
Divide a rectangular playing area in half. A center line, as well as end lines, should be marked. Each team lines up behind their end line, with their flags placed just inside their boundary. At a signal, each team tries to capture the other team's flags without being tagged. If a player is tagged before capturing a flag, that player is considered captured and must stand behind the enemy flags. If a player gets a flag without being tagged, he/she is safe from being tagged and may take the flag behind his/her own team's line. Players can free their own captured teammates by tagging them behind the enemy lines. They cannot free a player and capture a flag in the same run. They must return to their line with the freed teammate. The game ends when all of one team's flags are captured.

Gold Rush

Materials needed: bean bags or flags for half of the players

Directions:
Gold Rush is a variation of Capture the Flag. It is designed to allow more children to be active and it requires less team organization than Capture the Flag. Like Capture the Flag, Gold Rush allows all children to participate to their desired level. It is a great rainy day game to play in a gymnasium.

Mark off a very large rectangle with the long sides as the goal lines. Place bean bags (the gold) behind the center of each goal line, in the "bank". Designate a prison area next to the bank. Divide the players into two equal teams. They stand on one side of the center line facing the opposite team. On your signal to start, players of both teams try to run through the opponent's area and cross their goal line without being tagged. If successful, a player may take a bag of gold back to her or his own bank. Returning players may have free passage if they walk outside the playing area. If they run back through the playing area, they may be tagged. A player who is tagged must go to prison. If there are prisoners, a player who reaches the opponent's goal safely must return with a prisoner rather than gold. The prisoner who has been in prison longest is liberated first. The team that steals all the opponent's gold and has no prisoners wins.

Snake Dodge Ball

Number of players: at least 15, the more the better

Materials needed: soft ball

Object of the game: for the snake charmer to get people out by hitting them with a ball

Directions:
The snake charmer stands behind a line, while the other children form a snake on the other side of the line. The children forming the snake hook themselves to each other in a line by holding on to each other's waists. The snake charmer throws the ball at a player. If a player is hit, they sit out. When there is only one person left in the snake, that person becomes the new snake charmer. The snake must stay hooked together. If a player becomes unhooked from the rest of the snake, they must also sit out.

School Jump Rope

Number of players: 2 to turn the rope, and at least 4 more

Materials needed: long jump rope

Object of the game: to get through all the grades of school without failing

Directions:
Children form a line to the side of the turning rope. The first person jumps in, says "KINDERGARTEN," then jumps out. Each person after does the same thing. When the play gets back to the first player, that person jumps in, jumps once, saying "FIRST GRADE," then jumps out. Play continues in the same way until they each graduate from college, adding a jump for each grade. If a player misses a jump, or doesn't jump in or out, he/she fails that grade and must repeat it on the next turn.

Inchworm Race

Number of players: any number, divided into 2 relay teams

Materials needed: a bed sheet for each team

Object of the game: for each member to inchworm across the room

Directions:
Divide the group into teams and give each team a bed sheet. Have one half of each team go to the opposite side of the room for a relay race. At the word "GO," the first person in line must drop to the floor on the sheet, roll themselves up into an inchworm and then crawl across the room to their teammates. There they must unroll, then the next person in line rolls up and inches back to the other side. Continue the relay until each person has crossed to the other side.

Relays

Materials needed: old blanket or sheet, ball and jump rope for each team

1. What a Drag!: Have teams of four to six players take hold of a blanket which is placed on the ground. One member lies down on the blanket. Teams must drag their cargo down to a marker and back. The relay ends when each person has had the chance to drag and be dragged!
2. Fling-a-Ding Thing: Establish a marker several yards from the starting point. Each team needs a blanket and ball for this relay. The object is for players to work together to fling the ball as far as possible, run to the ball, pick it up, place it back on the blanket and repeat the process until they travel to the marker and back.
3. Catch 22: Have four members of each team hold a blanket at waist height. The remaining member stands several yards away, holding any kind of ball. The object is for the player with the ball to throw it to his/her team so that it can be caught using the blanket. When a thrower is successful, she/he runs down to take a turn holding the blanket while another member runs to the starting point to become the new thrower. The process is repeated until all have had a chance at both tasks or one team reaches 22.
4. Sheet Skipping: Have players form pairs within their teams. Pairs roll up the blanket and each person takes hold of one end. The object is to use a traveling jump rope method to get to a marker and back.
5. Traveling Low Hurdles: Have players form groups of three within their teams. Have two people roll up the blanket and take hold of one end and hold it horizontally, about a foot from the ground. At the

signal to begin, the third player does a standing long jump over the blanket. As soon as the jumper lands, the blanket holders reset in front of the jumper and the process is repeated until the team travels to a marker and back.

Life-sized Rock, Paper, Scissors

Number of players: any number, divided into 2 groups

Materials needed: none

Object of the game: to tag opposing team members and bring them to your team

Directions:
Divide the group into 2 teams. For each round of play, have each group line up single file and face the other group. Each group huddles briefly to decide which object to choose. On the count of three, each group shouts in unison either "ROCK," "PAPER" or "SCISSORS." The group that wins the contest (paper beats rock, rock beats scissors, scissors beats paper) now tries to tag members of the opposing team before they run to their home base. Members who are tagged must join the opposing team. Continue play until one team is gone.

Mad Dash

Number of players: the more, the better

Materials needed: none

Object of the game: to get to the opposite corner in the style called out by the leader

Directions:
Designate four corners of your room or outdoor area as corners 1,2,3, and 4. Assign the children to four teams and send them to the designated corners. When you say "MAD DASH," each team must go to the opposite corner (corner 1 to corner 3, corner 2 to corner 4). When the four groups meet in the middle chaos will erupt. Before you say "MAD DASH," you will announce the method of travel, for instance, hopping on one foot, "crab walking", running backwards, knees touching elbows, holding hands, etc. The last person to each corner is eliminated from play (optional).

Lose a Limb Tag

Number of players: the more, the better

Materials needed: none

Object of the game: to not be eliminated by losing all of your limbs

Directions:
This is a variation of the simple game of tag. Set predetermined boundaries in your playing area. When you say "GO" anyone is free to tag anyone else. Each time you are tagged, you lose a limb. The first time you are tagged, you lose an arm (put it behind your back). The second time you are tagged, you lose the other arm. The third time you are tagged, you lose one leg (hop on one foot). The fourth time you are tagged, you are out and must sit where you were tagged.

Crabs And Crawdads

Number of players: any number, divided into teams

Directions:
The playing field must be divided into two equal halves. Players group into two equal teams, one on each side of the center line. One side is the "Crabs" team and the other is the "Crawdads". One player or the play leader is the "caller."

The caller yells out either "CRABS" or "CRAWDADS". If the caller yells "CRABS" then the Crabs must run from the center line back to their base without being tagged by the Crawdads. If the caller yells "CRAWDADS" then the Crabs chase the Crawdads. Tagged players join the other side. The game ends when all players are on one side.

Variations:
1. The caller should stretch out words as much as possible and occasionally yell out other words starting with "cr".
2. Create three or four teams.

Water Wars

Number of players: any number, divided into 2 teams

Materials needed: water balloons, 2 bandanas or flags

Object of the game: to travel through the other team's territory, steal the flag and return to safety without being shot

Directions:
Fill up a large number of water balloons in advance. Divide the group into two teams and give each team half of the water balloons. Assign half of the playing field to each team. Place a bandana or flag in the middle, rear section of each team's area. Designate a "jail" in one rear corner of each team's side. A player is "shot" when he/she crosses into

enemy territory and is hit with a water balloon. Players who are shot must then go to jail on the opposing team's side. The only way to get out of jail is if one of his/her own teammates runs all the way to the jail without getting shot, then both teammates get a free walk back to safety.

Variations:
You can substitute water guns for balloons if you don't want to clean up scraps.

Volleyball Variations

1. Blind Volleyball: Completely cover the net with a blanket or tarp so that the teams cannot see each other.
2. Two-Story Volleyball: Mount your nets with an extra set of poles so that the net is twice as high as usual.
3. Beach Ball Volleyball: Find the largest beach ball that you can. Play on a day when the wind is low.
4. Four-Way Volleyball: Set up two nets so that they crisscross in the middle. Each of the four quadrants can serve and return to any other quadrant. If the ball touches the ground, the faulty quadrant earns a point. If the ball goes out of bounds, the last quadrant to hit the ball gets a point. The quadrant with the lowest score wins.

Dribble Tag

Materials: one or more basketballs

Directions:
The game can be played on a basketball court, or on any paved area. If played on a basketball court, the boundary can either be the whole court, or half the court. On a paved surface other than a basketball

court, cones can be used to mark the boundaries. One participant is chosen to be the dribbler. The other players scatter themselves within the boundaries. When the signal to begin is given, the person with the ball dribbles anywhere within the boundaries, while attempting to tag another player. The dribbler must be in control of the ball when the tag is made if it is to count. Participants must use their agility and quickness to avoid being tagged. When the dribbler tags someone while successfully controlling his/her dribble, the person tagged becomes the new dribbler, and the game continues.

Variations

1. Have dribblers use their non-dominant hand to dribble.
2. Break into smaller groups and have several games going on at the same time.
3. Have two or three people assigned as dribblers.
4. Incorporate additional basketball skills by having those being chased use defensive side-step or back-pedaling movements.
5. For expert dribblers, make the task harder by having them balance a beanbag on their head while dribbling and chasing others.
6. For young players, simply have them bounce the ball and catch it every few steps.

Throw The Pigskin And Grin

Materials needed: cones or markers of some kind and a football

Directions:

Have players form groups of five to ten. Use cones or markers to establish boundaries for a large open area. Players spread out inside the boundary markers, and one person is chosen to be the first chaser. The object is for players to keep the ball away from the chaser, and to avoid being tagged while holding the ball. Players may run with the ball or catch it and throw it to someone else immediately. The chaser attempts to intercept the ball or tag someone that is holding the ball. When the chaser is successful, a new chaser is chosen and the game continues.

Variations

1. Play a version where each person that gets tagged becomes a chaser until only one player is left.
2. Play Catch and Run, where one person throws the ball as high as possible and all players attempt to catch it. The person that catches the ball attempts to run to the boundary line without being tagged by another player.

Throw And go

Materials needed: one football

Object of the game: to advance the ball across the opponent's goal line

Directions:

The game can be played on a football field, or cones can be used to mark boundaries for a large rectangle in any open area. If there are no existing lines, use cones to establish a midline across the width of the field.

Divide the group into two teams, with teams spread out on their half of the field, covering their area as evenly as possible. To start the game, the leader throws the ball to a player (once the game is under way, the leader should throw the ball to the team that is behind to give them the advantage), and as soon as the receiver gains control of the ball the action begins.

After receiving a pass, a player can advance the ball until he/she is tagged by a defensive player. When a player is tagged he/she must stop running, and throw the ball to a teammate within five seconds. A player may throw the ball to a teammate on the run, before being tagged. There is no blocking allowed in this game. Players should instead be instructed to spread out to make themselves available for a pass, which will also help them to be in position to cover the field defensively should a turnover occur.

When the ball or a player goes out of bounds, the team in possession enters the ball with a pass from the point where it went out of bounds. A turnover occurs when the defensive team intercepts a pass or when the ball hits the ground because of an errant pass or a deflection. The action does not stop when a change of possession occurs. After the ball hits the ground or is intercepted, the new offensive team attempts to advance the ball toward their opponent's goal line. Play does not stop until one team successfully crosses their opponent's goal line with a completed pass in the end zone, or when a player runs across the goal line before being tagged. After a point is scored, have teams reset themselves on opposite sides of the field, toss the ball to a player from the team that is behind, and let the fun continue!

Variations:
1. Use different pieces of equipment to play the game.

Vootball

Materials needed: regular or soft football and a volleyball net or piece of rope

Object of the game: to pass the ball over the net so that it hits the ground on the opponent's side of the court

Directions:
The game can be played on a grass, indoor, or blacktop volleyball court. A regulation net or a piece of rope can be used. The net should be high enough so that even the tallest player has to throw the ball using an upward arch to clear the net. Divide the group into two equal teams, and have them take positions on opposite sides of the court as in regular volleyball.

The players on the defensive team use quickness, agility, speed and sure hands to cover as much of the court as possible when receiving the ball. One team begins the action by having one player stand behind the service line and throw the ball over the net so that it lands inside the other team's court. Each team can use up to three contacts on each possession. For instance, a back row player might receive the serve, pass the ball to a front row player on the left side, who then might pass to a front row player on the other side, who then must pass the ball back over the net.

A point or side-out occurs when one team manages to throw the ball so that it hits the ground directly, or is dropped by a player from the other team. As in regular volleyball, a point can only be scored by the serving team. Otherwise, when the ball hits the ground it is a side-out and possession changes. Players rotate when they gain possession on a side-out, so that all participants get a chance to play every position. Speed could be encouraged in this game by implementing a one-second rule. The leader should explain to players that a side-out or point will result when a player holds on to the ball for more than one second at any time.

Ultimate Frisbee

Materials needed: a frisbee

Directions:
The "official" version of Ultimate Frisbee has seven members on each team, but the game can be played with more or fewer players.

Use existing lines on a football or soccer field or mark off a large rectangle with cones. Have teams form lines outside opposite goal lines to begin the game.

The action begins with a "throw off," meaning a player from one team throws the disc toward the other team. When the disc is released, players from both teams may cross their goal lines. Players from the throwing team may not touch the disc before it is touched by the receiving team. The receiving team may catch the disc or let it fall to the ground. If the disc falls to the ground untouched, the receiving team is awarded possession. If the disc lands out of bounds, the receiving team may either choose to have the disc thrown again or take possession at the point where the disc crossed the sideline. If the disc goes over the goal line, possession begins in the nearest corner.

The object of the game is to advance the frisbee across the opponent's goal line by using a series of throws and catches. A pass caught by a player in the end zone scores one point. Players must pass the disc to teammates; they cannot hand the disc to another player. Offensive players are not allowed to take steps once they control the frisbee, however, they are allowed to pivot. Players must throw the frisbee to another person within five seconds after gaining control of a pass. Defensive players are not allowed to make contact with offensive players or take or knock the frisbee out of their hands. Only one player is allowed to guard the thrower. Defenders should be instructed to guard the thrower. Defenders should be instructed to guard opponents from about three feet away. For any rule infraction, the disc is handed to the opponent and play resumes. A disc dropped by the receiver without interference by the defender results in a turnover. The defensive team gains possession when a pass is incomplete, intercepted or goes out of bounds. A turnover is put back into play by the player placing a pivot foot on the spot where the turnover occurred and throwing the disc to a teammate. When the disc goes out of bounds, it is put back into play by a player placing one foot on the sideline at the point where it went out and throwing the disc to another member of the team. When a team gains possession in the end zone they are defending, play is resumed by a player placing one foot on the goal line, and throwing the disc to a teammate.

Obstacle Course

Materials needed: hoops, tires, cones, boxes, rope, etc.

Directions:
The leader needs to gather equipment and design and layout a challenging obstacle course. Hoops, cones, boxes, rope, and other equipment can be arranged to make a course where participants must run, climb, crawl, jump, hop, pull, push, and use a variety of other movements in order to complete the activity. The course can be set up to accommodate one person at a time, in which case a stopwatch may be used to determine winners or, if time allows, individuals may go through the course two or more times to see if they can improve their time. The course can also be constructed in such a way that two people can go through together in a race toward the finish line.

Variations:

1. Form teams and use a relay format.
2. Incorporate additional tasks such as pull-ups, bar dips and so forth to make a circuit training obstacle course.

Indoor/ Quieter Games

Wink Tag

Number of players: 8 or more

Materials needed: none

Object of the game: to avoid being winked at by "it"

Directions:
Determine a safe playing area, where players can walk around but still be in close proximity. Everyone closes their eyes while the leader chooses a player to be "it" by tapping that player on the shoulder. The rest of the group becomes potential victims. Everyone now opens their eyes and begins walking around the room. If "it" winks at someone, that person must sit down. Only "it" can wink. If someone who has not been winked at thinks they know who "it" is they may guess, but if they are incorrect they must sit down and remain silent.

Laugh-in

Number of players: 8-12

Materials needed: none

Object of the game: to refrain from laughing

Directions:
Have the entire group lay down on the floor in a zigzag line, each with their head on the stomach of the person in front of them. The first person loudly says "HA". The second person follows by imitating the first person's "HA", then following with their own "HA". The third

must imitate the first two and come up with a new loud way to say "HA". If a player laughs, the game is over and play starts again.

Honey, If You Love Me, Smile

Number of players: 8-12

Materials needed: none

Object of the game: to keep a straight face while someone is trying to make you laugh

Directions:
Have the group form a circle and choose an "it". "It" then chooses someone in the circle and tries to make that person laugh, then says "Honey, if you love me, smile." If that person smiles, they become "it". If not, then "it" chooses another victim.

Well, I Never

Number of players: 8-12

Materials needed: chairs (one less than the number of people in your group)

Directions:
Form a circle of chairs with one less chair than the number of players. Select an "it" to stand in the middle of the circle. That person then completes the following sentence "I have never ____". Everyone sitting down who has done what "it" has never done must get up and change chairs, moving at least two chairs away. "It" is also free to look for an empty chair. One person will be left standing and becomes "it."

Shuffle Your Buns

Number of players: 8-12

Materials needed: chairs (one for each player)

Directions:
Form a circle with chairs, one for each person playing. Choose an "it" to stand in the middle of the circle. "It's" job is to find an empty seat. Everyone else's job is to slide around in the chairs to cover the empty seat. If "it" finds a seat, then the person to "it's" right becomes the new "it."

Buzz

Number of players: 8 or more

Materials needed: none

Object of the game: to say "BUZZ" at the correct time

Directions:
Have the group sit in a circle. Start counting in numerical order around the circle. When the number gets to any number that is a multiple of five or seven, or any number ending in seven, the player must say "BUZZ" instead of the number. If "BUZZ" is said at the wrong time, or if the player says a number where "BUZZ" should have been said, that player is out of the circle.

Action Spelling

Number of players: 4 or more

Materials needed: none

Object of the game: to spell words correctly, substituting actions for some letters

Directions:
Before play begins, choose motions to substitute for some letters. For example, A could be a kick, L could be a jumping jack. One player or the group leader serves as the spelling master and calls out a word for the first player to spell. The player must spell the word correctly, substituting any motions for letters in the chosen word. For example, if the word is call, then the player would say "c", then kick once and do two jumping jacks.

Aesop's Mission

Number of players: 4 or more

Materials needed: none

Object of the game: to discover the forbidden letter before losing your lives to Aesop

Directions:
One player is chosen to be Aesop and the rest become Aesop's animals. Aesop chooses one letter to be avoided by other players. Aesop then asks each player a question, hoping to trap them into answering using a word with the forbidden letter. If the player uses the forbidden letter, they lose one life. The next player is given a chance to guess the letter before answering a question. After losing three lives, a player is out of the game. The player who guesses the letter becomes the next Aesop.

Rain Game

Object of the game: to create the sound of a rainstorm in the comfort of indoors

Materials needed: open space

Directions:
Everyone stands in a circle. The leader starts by rubbing his/her hands together. The person to the right of the leader joins in, then the next person to the right, then the next, until everyone is doing it. The sound of this rubbing is much like a soft spray of rain. When everyone is rubbing their hands, the leader starts a new sound--finger snapping. The rain is gaining in intensity. Each player must continue to rub hands until it is his or her turn to snap fingers. After finger snapping has gone all the way around, the leader begins the next sound-hands slapping thighs. Finally the crescendo of the rainstorm-hands slapping thighs plus foot stomping. To end the rainstorm, completely reverse the activities. The last sound to be passed is the silence as each person, one by one, stops rubbing hands.

Newspaper Costume Contest

Number of players: at least 8

Materials needed: stacks of newspaper, several rolls of masking tape

Object of the game: to construct a costume on one team member made entirely of newspaper and tape

Directions:

Divide the group into teams of 3 or 4. Give each team a stack of newspaper and 2 rolls of masking tape. Call out a theme and yell "GO." Suggested themes are: characters from Disney movies, King Arthur and the Knights of the Round Table, Star Wars, Old West, the Flintstones and Gone With the Wind. Allow 15-20 minutes for the teams to construct their costumes on a team member and then hold a fashion show.

Spider Web

Number of players: 6 to 8 for each spider web

Materials needed: none

Object of the game: to untangle the giant spider web

Directions:
Have the group stand in a circle, shoulder to shoulder. Have everyone in the circle raise their right hand then reach out and grab someone else's right hand across the circle. When everyone has done so, follow the same procedure with the left hand. You now have a tangled spider web. Without letting go of anyone else's hand, the group must untangle itself back into a circle.

Alphabet Hunt

Materials needed: sheets of paper with written or typed alphabet letters on them

Directions:
Type a letter of the alphabet on each sheet of paper. Divide the group into teams. Each team will search for items that begin with each

letter of the alphabet. The team that finds the most items within a certain time period wins!

Floating Needle

Materials needed: water, bowl, newspaper, sewing needles, liquid detergent

Directions:
Cut out a piece of newspaper about 2 inches square. Fill the bowl with water and float the newspaper on the surface of the water. Place the needle in the center of the newspaper. Carefully push the edges of the newspaper down into the water. As the newspaper gets wet and sinks, it will leave the needle floating. Now add a drop of liquid detergent to the water at the edge of the bowl. Notice how the needle quickly sinks to the bottom.

Note:
Surface tension made it possible to float the needle on water. The needle was supported by the water. The detergent caused a break in the surface tension around the needle and it sank.

Balloon Rocket

Materials needed: balloon, paper clips, tape, straws, thin wire, string, or fishing line

Directions:
Hang the wire or string across the room. Make a rocket that will propel itself along the wire. Use the balloon to provide the rocket's power and the straw, paper clips and tape to guide it along the wire. Use your imagination and your knowledge of air power to make the

balloon travel across the room. Remember, the air that is forced out of the balloon pushes it along in the opposite direction.

Variations:
Draw a diagram of and make a rocket that will get across the room and come back.

Note:
This science activity is based on Newton's Third Law of Motion--Every action has an equal and opposite reaction.

There are many excellent game books available for this age group. Many games can be adapted to all skill levels and ages. Please consult the following references for more game ideas.

Games For Girl Scouts, Chris Bergerson, 1990, Girl Scouts of the U.S.A.

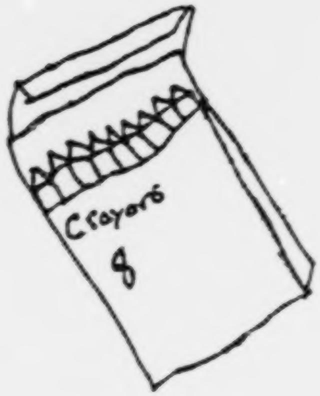
Games, Games, Games: Creating Hundreds of Group Games & Sports, David L. Whitaker, 1996, School-Age Notes

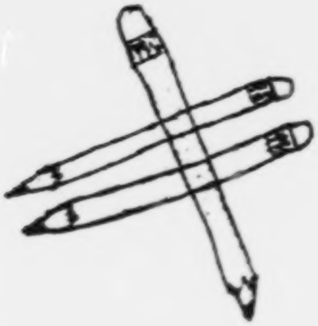
Hopscotch, Hangman, Hot Potato, & Ha, Ha, Ha: A Rulebook of Children's Games, Jack Maguire, 1990, Prentice Hall Press

Kids' Games: Traditional Indoor and Outdoor Activities for Children of All Ages, Phil Wiswell, 1987, Doubleday & Company, Inc.

The Snack Sneak: Logic Games, Mysteries and Quests, Carol Ledden, 1993, Annick Press, Ltd. (Available from School-Age Notes)

Street Games: Throwing, Growing, Eeny, Meeny, Miney, Moing, Alan Milberg, 1976, McGraw-Hill Book Company





ARTS
&
CRAFTS ACTIVITIES

Elmers Glue

Welcome to the ARTS AND CRAFTS ACTIVITY BLOCK! We will work on many craft projects and learn new art techniques. It is important for the children to decide what projects to do, either as a large group, several small groups or individually. Provide as many different types of craft materials and supplies as possible. Ask companies to donate scraps and extras. Look for community or university resources such as ceramics rooms, pottery wheels, painting classes and museums or galleries. The goal of the arts and crafts activity block is to expose children to new methods of making things while potentially providing them with a lifelong skill or hobby.

Basic supplies to keep in stock
(other information on page 108)

Markers
Colored pencils
Paint
Good quality paintbrushes
Sharp scissors
Paper of all types
Glue and paste
Beads and sequins
Fabric scraps
Felt pieces
Sewing kit
Pipe cleaners or thin wire
Buttons
Craft sticks
Wood scraps
Sandpaper
Nails and screws
Tools
Clay
Papier Mache
Paper clips
Brads or paper fasteners
Yarn and string
Tape of all kinds
Stapler

Sample arts and crafts projects

Oil painting
Watercolor painting
Inks and dyes
Pastels
Charcoals
Drawing
Cross-stitching
Needlepoint
Scrapbook-making
Making Christmas ornaments or other seasonal decorations
Doll making
Jewelry making
Candle making
Tie-dye
Print-making

Macrame
Papier Mache
Model car
Airplane building
Ceramics
Pottery
Sculpture
Building with wood
Rubber stamp art
Fabric painting
Making things with beads
Leather crafts
Flower arranging
Collage
Making baskets
Frame-making

ACTIVITIES

✪Visit or call companies to ask for donated materials. Try the following:

- ☆Cabinet makers--scrap lumber and laminate pieces
- ☆Lumber yards and home stores--sawdust, scrap lumber, paint mixing sticks
- ☆Card stores (Hallmark, or anywhere that sells greeting cards)-- envelopes, old cards, out of season merchandise
- ☆Home decor stores--wallpaper books, carpet squares, paint samples

- ☆Paper supply companies--copy paper
- ☆Any business that is going out of business--old letterhead/ envelopes
- ☆Art studios--ask if they will donate an afternoon for a free lesson or tour
- ☆Craft stores--silk flowers that have fallen off the stems

✪Ask the parents of the kids in your group if their business would be willing to donate any supplies.

✪After deciding how many small groups you can effectively supervise, determine with your group the type of projects they would like to work on.

- ☆Brainstorm by writing everyone's ideas on a large sheet of paper, then begin putting them into categories (e.g. cross-stitch and needlepoint into a sewing category).
- ☆Determine how many people want to work in each category.
- ☆Discuss cost of materials and supplies or any class fees (such as for ceramics) and set a limit. If there are any children in your group who cannot afford a nominal class fee, check into offering a scholarship or not doing any activities that will cost money.
- ☆Narrow down categories until there is a manageable number of activities.
- ☆Assure the children that did not get their choice that they will have the chance to do this activity block again at a later time. They can pick another project or try out another activity block.

✪Organize workstations for each project. Have the children gather the needed supplies for their project.

✪If they are doing a project which requires further instruction, help them gather information from the library about their project. Contact any resource people and set up appointments for them to visit your group or to arrange a field trip.

✪See if any parents have hobbies or skills that they would like to share or teach. Arrange for them to come and demonstrate at their convenience.

✪Take a field trip to a large metropolitan museum or gallery. Make it fun by turning it into a scavenger hunt. Have the group divide into teams to look for particular styles of artwork (find one pastoral, one neo-classical, one modern...).

  ★Call the museum in advance and see if there are any special shows or exhibits.
  ★Ask them for a brief tour of one section of the museum.
  ★Discuss the museum rules in advance with your group. Make sure they understand the consequences of misbehavior.
  ★If you do a scavenger hunt, make sure there is one adult to stay with each group.
  ★Give them a high energy snack before arriving to keep them from getting tired too easily.

✪Visit a craft fair being held in your area. Prepare the children with questions to ask the artisans about their craft.

✪If the children have made a prolific amount of crafts, consider having your own arts and crafts show and sale for friends and family members.

✪Ask local daycare centers if they would like your group to come and teach some younger children a craft or art technique. Arrange in advance who will pay for supplies.

☺Arrange a visit to a local college or university art department for a tour. Ask if you can come when there will be students working on projects to observe their techniques. See if a professor or student will give your group a lesson demonstrating a new technique.

ACTIVITY SUGGESTIONS

If the group does not choose a particular craft or art technique to focus on, offer a variety of activities at first. After they have tried many new things, offer them the choice of focusing more closely on one area. Here are some activities to get you started.

Picture Frames

Materials
cheap wooden frames
hot glue gun
interesting things to glue on the frame (feathers, shells, silk flowers, beads...)

Directions
1. Choose a frame or mat to work with and begin to gather supplies to glue. Think about composition and style, not just how much will fit on one frame.
2. When finished arranging, bring the frame or mat to an area where the hot glue gun can be used safely. Allow the glue to dry for several hours.
3. If you are using mats, make a simple cardboard stand to hold the mat up after the photograph is taped into place.

Suggestions

1. Instead of wooden frames, you may use 3 ½ X 5 or 4 X 6 mats, which are available at craft stores.
2. With younger children, you may want to substitute rubber cement for hot glue.

Nature Collage

Materials

items from nature
sturdy cardboard
glue or paste
wire or pipe cleaners
paint
other art supplies for decorating

Directions

1. Go on a nature walk and collect items found on the ground (sticks, rocks, cones, feathers, acorns...). Make sure you are not disturbing an animal's habitat or picking fresh flowers. Take only in moderation.
2. Glue or wire objects together to make a sculpture or collage.

Clay Pinch Pots

Materials

clay
kiln for firing, if possible

Directions

1. Make a pot or bowl by forming the clay into a ball, then making a large hole in the middle with your thumb.
2. Pinch the sides into a bowl shape. Make sure they are not pinched too thin.
3. If you are having the bowls fired, decorate with a glaze.

4. If you are not having them fired, allow them to dry, then paint with tempera paint and seal by painting glue over the entire surface.

Suggestion

If you do not have access to a kiln, use clay that does not have to be fired.

Papier Mache

Materials

newspaper
brushes
chicken wire (optional)
liquid starch
string
paint
scissors

Directions

1. Make supporting frame by rolling newspaper or chicken wire into desired shape and tie together to make supporting frame.
2. Cut remaining newspaper into strips.
3. Dip newspaper strips into liquid starch, thoroughly saturating the paper.
4. Wrap paper around the frame, overlapping newspaper strips. Continue adding layers until desired shape is attained.
5. Use small wadded up pieces of paper for details, but make sure to cover with a strip of newspaper pressed down around the detail.
6. Let shape dry thoroughly, then paint.

Marblized Paper

Materials

large flat-bottomed pan with sides
oil paint in several colors
shelf paper or fingerpaint paper

Directions

1. Cut paper to fit in pan.
2. Fill the pan with two inches of water.
3. Drop in small amounts of oil paint and stir gently.
4. Lay piece of paper on top of water until entire surface is wet.
5. Lift at corners and remove quickly, letting it drip briefly.
6. Add new paint before doing a new sheet of paper.

Suggestion

When paper is dry, it can be used for wrapping paper or to make greeting cards.

Plaster Sculpture

Materials

Plaster of Paris
school milk cartons
blunt kitchen knife
paint

Directions

1. Mix plaster of Paris according to the directions.
2. Pour into milk cartons and let set.
3. Remove hardened plaster and carve with knife.
4. Paint.

Fabric Tie Dye

Materials

white, thin cotton fabric
thread and string of different widths
scissors

water
dye
salt
iron

Directions

1. Gather up fabric and wind with string in various patterns.
2. Mix dye according to instructions, adding a little salt to make it color-fast.
3. Dip fabric into dye and leave for the amount of time instructed on the package.
4. Remove from dye and rinse in cold water until water runs clear.
5. Remove string.
6. Let fabric dry.
7. Iron.

Wild Flower Candles

Materials

paraffin
tin can (label removed)
newspapers
large white candles
old paintbrush
pressed wild flowers
pot of water

Directions

1. Collect and press wild flowers several days before project. Allow to dry.
2. Melt paraffin chunks in tin can. Place tin can in a pot of water and allow water to boil. Watch the paraffin carefully, as it easily catches on fire.
3. Hold a candle flat in one hand, and place a flower on the side of the candle.

4. Dip paintbrush in the melted paraffin and quickly apply a layer on top of the flower, being careful not to burn yourself. The paraffin cools quickly and hardens, holding the flowers in place.

Life-sized Dolls

Materials

old clothes
Polyfil (polyester stuffing)
rags or newspaper .
needles
thread
permanent markers
yarn
knee-high pantyhose

Directions

1. Choose a shirt and pair of pants and sew both arms and legs closed.
2. Pin the neck hole closed.
3. Stuff pants and shirt with filling (not too full, you will add more later) and sew together. Leave a space wide enough to finish stuffing.
4. Add more stuffing, then sew shut.
5. Stuff a knee-high with Polyfil to form the head.
6. Decorate with markers and yarn, then sew onto neck.

Bookmarks

Materials

construction or craft paper

pencil
ruler
pressed leaves and flowers
small paint brush
glue
crayons or paint pens
adhesive backed paper

Directions

1. Draw the outline of your bookmark on the paper with the pencil and ruler.
2. Gently lay your pressed flowers on the bookmark.
3. Paint a small amount of white glue on the back of each flower with the paintbrush and place them where you want to. Allow the glue to dry.
4. Add any designs or decorations with the paint pens or crayons.
5. Cut out a piece of adhesive paper larger than the outline of the bookmark.
6. Peel off the backing and place over the bookmark, pressing down firmly.
7. Repeat process on back if you want to.
8. Cut out the bookmark.

Lacquer Pictures

Materials

black paint
tempera paint (bright colors)
stiff paper plates
paint brushes   white glue

Suggestions

1. Make simple examples to show the children.
2. You may wish to bring in samples of real Chinese or Japanese lacquer objects.

Directions
1. Paint paper plate black and let dry, making sure there is no white showing through.
2. Create a brightly colored picture by painting over the dry black paint.
3. Let the picture dry.
4. Paint the surface with a glaze of four parts white glue and one part water.
5. Let dry and repeat the glazing daily for one week.

Crepe Paper Bottles

Materials

crepe paper
scissors
glue
glass bottles
tape
electric drill

Directions
1. Take the drill bit off. It is not necessary for this project.
2. Cut paper lengthwise into one-inch-wide strips.
3. Tape one end of the paper to the head of the drill (an adult should work the drill).
4. Have a child hold the other end of the crepe paper.
5. Turn on the drill and let it twist the paper. The paper will wind

tightly to form a rope.

6. Put glue on bottle and wind paper rope around the bottle tightly (start from bottom).

Suggestion

Yarn pieces can also be wound around bottles for a similar effect.

Big Hat

Materials

construction paper
glue
crepe paper
glitter markers

Directions

1. Measure around your head with paper.
2. Cut out a band of paper a little longer.
3. Glue the ends together.
4. Build a hat on your hatband.

Suggestions

1. You can make a crown, a chef's hat, or some other strange hat.
2. See how tall a hat you can make and still balance it on your head!
3. Decorate your hat with paper cut outs, crepe paper, glitter, buttons, bows, etc.
4. How about making a smaller one for a doll or stuffed animal?

Picture Mosaic

Materials

colored paper

black paper
glue
scissors

Directions
1. Cut the colored paper into small squares, no larger than 1 inch by 1 inch.
2. Glue the squares onto the black paper, creating a pattern or picture.
3. Cover the entire black paper with tiny squares.

Paper Dolls

Materials
cardboard
scissors
felt tip markers or crayons

Directions
1. Draw your own paper dolls or copy figures from a book onto the cardboard.
2. Cut them out.
3. Make each doll stand by cutting a ½ inch slit in the bottom of the doll then put a ½ inch by 2 inch piece of cardboard through it.
4. Make clothes for your doll. Look in fashion magazines to get ideas or make them up.
5. Make sure to cut tabs around the clothes so that you can stick them on.

Zip-draw

Materials
small Zip-loc plastic bags

tempera paint (or mustard or ketchup)
colored paper

Directions

1. Put a big blob of paint in the bag and zip it shut.
2. Lay it on the table, smooth it around evenly.
3. Draw with your finger or a popsicle stick. It's easy to erase!

Personal Flag

Every country has its own flag. Every state does too, and even some families. What would your flag look like?

Materials

big paper
scissors
clothes hanger
tape
colored paper
glue

Directions

1. Cut the paper to be as wide as a clothes hanger.
2. Fold the top edge of the paper over the bar of the hanger and tape it to the back.
3. To decorate your flag, cut colored paper into stripes, diamonds, and other shapes.
4. Move them around until you find the design you want and glue them down.
5. Hang the flag up.

Ring Chains

Materials

white toilet tissue rolls
scissors
paint or felt tip markers

Directions

1. Paint or color the cardboard rolls with felt tip markers.
2. When the paint is dry, flatten one of the rolls.
3. Cut across the short side of the roll from one end almost to the other end.
4. Starting from the opposite end, make another cut about 1/4-inch from the first cut.
5. Pull the roll apart and press each ring back with the ring next to it (where the two rings join) to make a chain.

Paper Beads

Materials

paper
round toothpicks
glue
string
shellac
paint or felt tip markers

Directions

1. Cut the paper into straight and triangular strips. The width, length and shape of the strip determines the size and shape of the bead. Experiment and see what shapes you like.
2. Cover one side of the paper strip with glue, then place a toothpick at one end.
3. Roll tightly into a compact bead.

4. Remove the toothpick before the bead dries.
5. Let the bead dry thoroughly before adding coloring and shellac (shellac darkens the color of the bead).
6. String the beads in a design you like.

Shadow Puppets

Materials
thick paper (card or tagboard)
pencil
scissors
sticks (popsicle, toothpicks)
tape
tissue paper or a sheet
flashlight

Directions
1. Draw figures that face sideways, in profile.
2. Cut them out and tape each one to the end of a stick.
3. Use toothpicks for tiny figures.
4. For the theater, hang a thin curtain (tissue paper or a sheet) over a tabletop.
5. Sitting underneath, shine a flashlight on the curtain and bounce the sticks to move the puppets side to side in the lightbeam. The audience sees only shadows.

Bird Feeders

Materials
yarn
milk jugs
bird seed

Directions

1. Cut a hole in the side of your jug.
2. Tie a piece of yarn to the top for a hanger.
3. Put 1 cup birdseed in the bottom of a jug.
4. Hang the bird feeder in a tree.

Variations

1. String cereal on a pipe cleaner.
2. Put peanut butter on a pine cone and sprinkle with birdseed.

Bottles of Fun

Ocean in a Bottle

Materials

12 or 16 oz. plastic bottle
water
vegetable oil
glue
food coloring

Directions

1. Fill 2/3 of the bottle with water.
2. Add a few drops of food coloring.
3. Fill the bottle to the top with oil and screw on top.
4. Put glue around the top to make sure it doesn't leak.
5. Gently roll the bottle on its side to make waves.

Glitter Bottle

Materials

12 or 16 oz. plastic bottle
sequins
glitter
food coloring
beads
water

Directions

1. Pour several tablespoons of glitter into the bottle.
2. Add 3 drops food coloring.
3. Fill the bottle to the top with water and watch it sparkle!

Quiet Bottle

Materials

12 or 16 oz. plastic bottle
½ cup clear corn syrup
food coloring
sequins (optional)
glitter (optional)

Directions

1. Pour corn syrup into the bottle.
2. Add food coloring and roll the bottle around to coat the sides.
3. Make the bottles more festive by adding glitter or sequins.

Suggestion

This bottle can help a child who is upset to relax and settle down. That's why it's called a quiet bottle.

GOOP

Materials

½ cup cornstarch
½ cup water
food coloring or tempera paint (optional)
spoons
bowls
cookie sheets or large tub

Directions

1. Mix cornstarch with water and optional color.
2. Pour mixture onto cookie sheet or make it in a large tub.
3. Experience and enjoy this unique mixture's properties.

Variations

1. Add more cornstarch.
2. Add more water.
3. Make Goop in a large water table as a group experience.

Teddy Bears

Materials

paper bags
large needle
markers
polyester stuffing
yarn or cross-stitch thread
scissors

Directions

1. Cut out two bear shapes from a paper bag (for a front and back).
2. Decorate the bear shapes.
3. Sew the edges together with yarn or cross-stitch thread.
4. Fill the bear with polyester stuffing.
5. Sew the remaining section together.

Salt Art

Materials

salt
glue
spoons
dry tempera paint
Zip-loc bags
construction paper
bowls

Directions

1. Color the salt with tempera paint.
2. Draw a design on the construction paper with glue.
3. Sprinkle colored salt all over the paper.
4. Shake off excess salt to make a picture.

Address Books

Materials

list of children's names, addresses and phone numbers
plain white paper
pens
pencils
crayons
markers
access to a photocopier

Directions

1. Cut the paper in half horizontally.
2. On each half sheet, draw lines on the bottom 1/3 of the page for each child to write his/her name, address and phone number.
3. Draw a self-portrait or picture of your home on the top part of the paper.

Magazine Storybooks

Materials

magazines
tape
yarn
markers
scissors
hole punch
pens
crayons
glue
construction paper
pencils

Directions

1. Make a sample storybook.
2. Tell the children to write a story (suggest topics).
3. Cut out pictures to illustrate the stories.

Wrapping Paper

Materials

tempera paints
newsprint or tissue paper
sponges

Directions

1. Cut sponges into Christmas (or other) shapes.
2. Dip the sponges into the paint.
3. Make prints on newsprint or tissue paper.

Christmas Trees

Materials

green construction paper
scissors
glue
glitter
scraps of ribbons
rick rack
colored foil paper
pieces of wrapping paper
small foam shapes
old puzzle pieces

Directions

1. Cut a large triangle from green construction paper.

2. Brush glue on tree shapes and decorate them with scraps of ribbon, foil, etc.
3. When finished decorating, sprinkle on some glitter.

There are many instructional books available for all types of arts and crafts activities. Check your local library and craft stores for additional resources.

Building With Cardboard, John Lidstone,1968, Van Nostrand Reinhold Company

Eco-Arts and Crafts, Stuart A. Kallen, 1993, Abdo & Daughters

Jewelry, Denny Robson, 1993, Gloucester Press

Making Cents: Every Kids Guide to Money, How to Make it, What to do With it, Elizabeth Wilkinson, 1989, Little, Brown and Company (a book about how to make money selling homemade crafts)

Masks, Ting and Neil Morris, 1993, Franklin Watts

Mudworks: Creative Clay, Dough, and Modeling Experiences, Mary Ann F. Kohl, 1989, Bright Ring Publishing (excellent art recipes)

Nature Crafts for Kids, Gwen Diehn and Terry Krautwurst, 1992, Sterling Publishing Company

Why Throw it Away? Making Crazy Faces and Masks, Jen Green, 1992, Franklin Watts

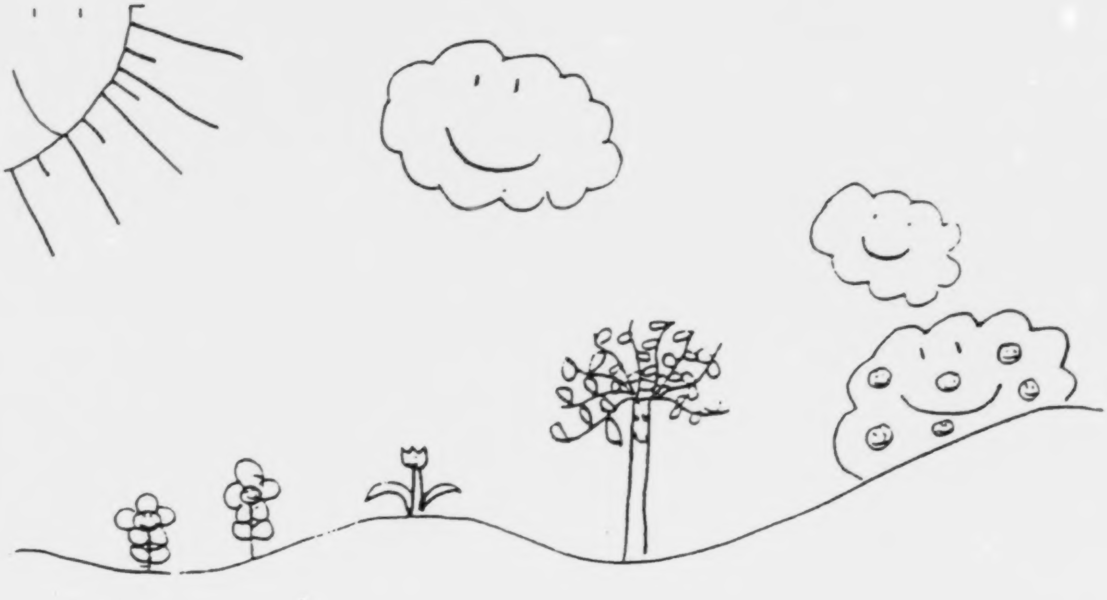
Why Throw it Away? Making Fantastic Aliens and Spaceships, Jen Green, 1992, Gloucester Press

World Crafts: Jewelry, Meryl Doney, 1996, Franklin Watts

World Crafts: Masks, Meryl Doney, 1995, Franklin Watts

World Crafts: Puppets, Meryl Doney, 1995, Franklin Watts

COMMUNITY SERVICE CLUB



Title=Smiley World By Hannah K. Paxton

Welcome to the COMMUNITY SERVICE CLUB! We will find ways to help others through community service. You can use the ideas presented here or make your service projects unique to your area. You may see a need that is specific to your community, school, or neighborhood. The goal of the community service club is primarily to help others. In the process of helping others, participants will learn things about themselves. They will face some career opportunities and gain a new respect for people less fortunate than themselves. They will also use skills such as brainstorming for ideas, formulating and carrying out a plan, and evaluating results. It is important that the club members, not the leader, be in charge of deciding which projects to take on. The group can be split to work on more than one project at a time if necessary. Projects can be time oriented, where the participants donate their time and effort, or money oriented, where they raise and distribute money to their cause. It is the leader's job to facilitate the discussions, assist in locating resources, provide transportation, and provide emotional support if children are faced with emotionally difficult situations (working at the humane society, helping the homeless).

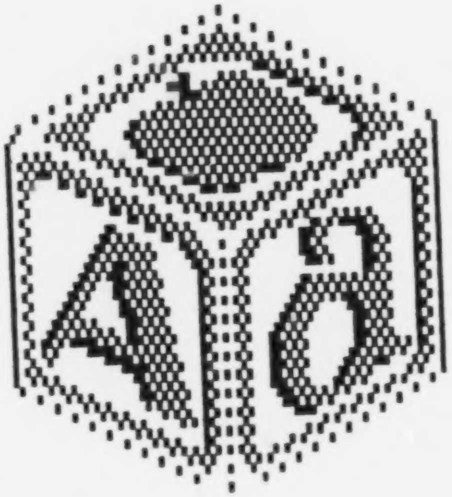
***See Section IX. of this manual for a complete curriculum guide for a community service program, *FIRST LOOK*.

The curriculum for this club is also located in two books available commercially.

The Kid's Guide to Service Projects: Over 500 Service Ideas for Young People Who Want to Make a Difference, (1995) by Barbara A. Lewis, published by Free Spirit Publishing, Inc. Available through School-Age Notes, P. O. Box 40205, Nashville, TN 37204, (615)-242-8464.

The Kid's Guide to Social Action: How to Solve the Social Problems You Choose-and Turn Creative Thinking Into Positive Action, (1991) by Barbara A. Lewis, published by Free Spirit Publishing, Inc. 400 First Avenue North, Suite 616, Minneapolis, MN 55401, (612)-338-2068

BABYSITTING CLUB



Welcome to the BABYSITTING CLUB! We will learn responsibility and how to earn money through babysitting. There are many things you need to know before you begin taking responsibility for other people's children. We will learn about safety and first aid. We will also learn what to expect from different ages of children and fun activities and games that you can do with all ages. The goal of the Babysitting Club is to prepare you for the safe and responsible care of other people's children. It is recommended that an adult is present the first several times these skills are used. This club is most effective for children ages 12 and up, however, younger children could begin to learn the skills to be used later or in group babysitting with older youth or adults present. It is important for our boys to learn these skills as well. Teenage boys can be just as good as teenage girls at babysitting. They also learn nurturing skills and child care techniques that will be useful when/if they become parents.

Start by making group or individual lists of what makes a good babysitter. What skills and personality traits are necessary to do the job well? Discuss each item on your lists.

Next, ask a counselor to visit and administer a personality test or interest inventory. Work with the counselor to determine which test best fits your needs. Do any of the traits and interests match those on your lists? Let the group share their results as much as they are comfortable with. If a counselor is not available, use the inventory in the book Please Understand Me: Character and Temperament Types by David Kiersey.

Make a pros and cons list about the job of babysitting. Some of the pros might be that it can offer a flexible schedule, you can earn money, and you can gain experience. Some of the cons might be that it might interfere with after school or weekend activities, and it will cut down on the amount of time you have for homework and friends. Discuss the lists. Perhaps babysitting is not the best job for all of the club members. Assure them that they can still use the skills in other settings as they get older. Many college students earn money babysitting or working in a child care center. The first aid skills can also be useful in many settings.

Arrange a visit to a child care center or university lab school. Split the group up and observe as many different ages as possible. Take notes on the characteristics of each age. Use the following list as a guideline. Upon returning to your group meeting place, compare notes and make lists of characteristics for each age. How are they different? How are they alike? How would a caregiver have to be different with each age?

-What do the children like to do or play with? Are they mostly involved in free choice play activities or are they required to participate in activities designed by the teacher?
-Look for indications of health and safety issues (plug covers, no sharp corners...)
-How many teachers are there with how many children? What is the teacher/child ratio?
-Do the children get along well? Do they fight over toys, friends, or teacher attention? If so, can you figure out why this is happening?
-Are there different activities for outside play and inside play?
-What is the teacher's role in the classroom? Outside? What do they do? How do they spend their time?
-What happens when a child is disobedient or breaks a rule? How is it

handled?
-Do the teachers appear to be well trained?

Offer to volunteer your time at a local child care center, babysitting co-op, or Mother's Day Out program. Watch and learn from the trained caregivers. Play games with the children. Ask the teacher if you can plan and lead some of the activities.

Ask a Child Care Trainer from your local Child Care Management Agency to come and lead a training session with the club. Ask him/her to cover issues such as health and safety, child development, games and activities, and professional ethics.

Ask a nurse or other medical professional to lead a CPR/first-aid training. There may be a fee involved, but it is well worth it. A CPR/ first-aid trained person should always be present with children. Make sure infant/child CPR is taught, along with adult CPR. If it is not possible to have a professional lead the class, consult the book Kids to the Rescue: First Aid Techniques for Kids, by Maribeth and Darwin Boelts, published by Parenting Press. This book does not include CPR techniques, but does include the Heimlich Maneuver and treatment for many childhood injuries.

There are many books, videos and other resources on child care and child development. Check with your local Cooperative Extension Service for videos, film strips, and brochures. Following is a sampling of some of the videos available through the Alabama Cooperative Extension Service (ACES):

VIDEOS

- -Crisis in Child Care: Your Children, Our Children
- -Discipline: What Lily Learned
- -The First Two Years: What Lily Learned
- -Hey Baby
- -Shaking, Hitting, and Spanking: What To Do Instead
- -Why Children Do What They Do
- -Years 3-5: What Lily Learned

Make a customized checklist of everything you need to take with you and everything you need to ask the parents each time you babysit. Include items like flashlight (in case of power outage), pen & paper, sweater, and book or homework. What else might you need? What should you ask the parents?

A BABYSITTING PLAN OF ACTION

-Be a professional from the start. When a parent calls you, be prepared to answer their questions and provide references from other people you have babysat for. Keep a calendar handy to mark when you are babysitting for which family to avoid confusion and double booking.

-Have a set rate that you charge, with adjustments made for additional children or housework. Ask around to see what other babysitters charge.

-Make sure your transportation arrangements have been taken care of. If a parent is picking you, give clear directions to your house and be ready for them when they arrive.

-Dress for success. This does not mean a business suit, but comfortable, washable clothing. Parents do not expect you to be dressed up, but do make an effort to be clean and neat. Avoid jewelry that can be pulled or chewed on by an infant or toddler.

-If you will be keeping preschoolers, bring a grab bag of toys that may be different than what they normally play with. If this is the first time babysitting this child they will most likely warm up quickly if they see you have brought fun things to play with. For example, you could make a silly puppet out of a sock that could talk to the shy child and help him/her relax. You could include some inexpensive art supplies or homemade play-doh for an additional treat. Check with the parents first and always make sure you clean up thoroughly after any messy play. You could also include a few children's books or puzzles for some quiet play.

-Ask the parents for specific guidelines about food, television watching, and household rules for both you and the children. Children will sometimes try to trick you into believing that it's O.K. to eat nothing but potato chips for dinner, then watch TV all night. If you don't know the house rules ahead of time, you'll have a hard time winning that battle.

-Always watch for health and safety hazards in the house and yard. It is your responsibility to make sure the children are kept safe and free from harm.

DISCIPLINE AND GUIDANCE

Children often misbehave out of boredom. They are seeking your attention. The busier they are with you, the less chance they will have to misbehave.

Purposes of discipline (note the differences between discipline and punishment)

Discipline is done *for* the children, to teach and train them in becoming self- regulating adults.
Punishment is done *to* the child, usually in the form of physical or verbal retaliation.

Appropriate discipline helps the child:
*Feel capable
*Learn self-control
*Learn to respect the rights of others
*Learn acceptable rules of behavior
*Learn coping skills to use throughout life
*Learn to accept responsibility for his/her own behavior

Time-out: discipline or punishment
Time-out is often used as a way to let children know that they have broken the rules, and to give them the opportunity to calm down and think through the problem, looking for solutions. Whether time-out is discipline or punishment depends entirely on how it is used.

Possible results of misused time-out
*Children are not encouraged to think of better ways to accomplish their goals. Their problem is solved for them.

*Can stress conformity--not understanding the rules, just obeying them because of fear.
*Can cause feelings of rejection and lower a child's self esteem.
*Causes anxiety, constant fear of breaking the rules.
*Causes confusion, when a behavior is acceptable with a parent but not with the babysitter. An explanation to the child as to why the behavior is not allowed is necessary.
*Often results in power struggles. Time-out becomes a game for some children. They get a lot of attention while testing adults' patience.

Six Steps in Dealing with Behavior Problems OR How to Effectively Use Time-Out (from Total Learning: Curriculum for the Young Child, Joanne Hendrick, 1986, Merrill Publishing Company)

1. Remind and redirect. Remind the child of the rule once. If the behavior continues redirect the child to another activity.
Reminder: "Remember to keep the sand down close to the ground so it does not get into your brother's eyes."
Redirection: "Can you help me build a sand castle?" or "Do you need a bucket for that sand? Let's find one for you."

2. Warn only once. If the child persists, act calmly and promptly. Remove the child from the activity and insist that he/she stay with you. This is more valuable than letting the child run off to another activity. Having to stay beside you interrupts what he wants to do, thus giving him/her a mildly unpleasant consequence to the behavior. It is also more valuable than putting the child off by him/herself. This closeness helps the child not feel abandoned and ostracized. "You decided to throw the sand again. Come and sit with me so we can talk about that." "That is not safe! You will need to sit with me until you can control yourself."

3. State the rule and the reason behind it firmly. Talk to the child about his feelings and the behavior. "I can understand that you are angry, it's O.K. to be mad. It is not O.K. to hurt someone. Throwing sand can hurt if it gets in people's eyes. We have to keep the sand down in the sandbox."

4. Allow the child to decide when he/she is ready to return to the activity. Keep the burden of responsibility on the child. The child needs to be in control of himself. "When you can remember to keep the sand down, tell me and you may go back and play."
"Are you ready to try again?" (to a nonverbal child)

5. Return with the child and help him/her be successful. Help the child settle back into the activity. Allowing the child to return to an activity gives him the experience of substituting acceptable for unacceptable behavior. "What would you like to build? I'll help you find another bucket." "Show me the safe way to play. Now you're doing the right thing. I'm proud of you!"

6. Some children will take advantage of the system and say "I'll be good." immediately upon removal, then return to the same unsafe behavior. At this point, firmer action is necessary. Have the child sit beside you until she can think of something acceptable to do, but do not allow her to return to the sandbox after the second removal. Help her select another activity and get involved in a new game. Praise the child on her regained self control as soon as you can. "What you did shows me that you haven't decided to do the right thing, so you'll have to come back and sit with me until you can think of somewhere else to play. You've lost the privilege of playing in the sandbox this morning. You may try again this afternoon."

(from The Whole Child: Developmental Education for the Early Years, Joanne Hendrick, 1992, Macmillan Publishing Company)

1. Reward the positive behavior, ignore the negative behavior. Does not apply to aggressive behavior, only "minor offenses". Aggressive behavior needs immediate attention.

2. Be persistent. It takes a long time for an unwanted behavior (a habit) to change. Keep at it and don't give up if there are no instant changes.

3. Always position yourself where you can see the children. Constantly scan the room or yard for potential problems.

4. Try changing the situation instead of changing the child. If the child refuses to go to bed after playing a wild game of hide and seek, next time you babysit that child, try quiet games or books before bedtime.

5. Always emphasize the positive. Tell children what to do instead of what **not** to do. Give the child the appropriate behavior to replace the inappropriate one.

6. Warn ahead of time to make transitions easier. Give children a five minute warning, and a cue (song, bell...) and help them look forward to whatever is next ("I wonder what we can have for lunch today." "I got a new book at the library about turtles. Let's clean up and read it to see if it tells us how to take care of your turtle."

7. Have as few rules as possible, but make the ones you do have stick. The only rules absolutely necessary are related to safety. Do not hurt yourself, others, or your environment. Everything falls under this easy

to remember rule.

8. Extend children's play when they begin to get restless. Always add new props and supplies, as well as ideas of ways to use existing supplies. Make a marching band out of pots and pans. Make puppets out of paper bags.

9. Keep your time with the child interesting and exciting. A good babysitting session needs a combination of stability and variety. The older the children, the more variety they need. Keep your schedule, your rules, and your routine stable if at all possible. Children gain a sense of security from this. Add variety by singing new songs, and playing new games.

It is important to know what to expect from each age child that you will babysit. Keep in mind that individual development varies greatly, and the following chart is simply a general guideline.

6 months	1 year	2 years	3 years	4 years	5 years
Rolls from stomach to back Reaches for toys Makes sounds Can help hold bottle Plays with toes Pats mirror image Puts everything into mouth Recognizes differences between people; may show some stranger anxiety Imitates gestures and actions	Sits without support Pulls to a standing position Crawls Begins walking Understands some words Can feed self Plays "peek-a-boo" Likes pull and push toys Moves to music Looks at picture books and identifies objects	Walks well Speaks about 50 words Understands a lot of words Refers to self by name Can feed self Drinks from a cup Likes to roll ball and read books with adult Likes soft play-doh Plays near but not with other children Begins pretend play	Runs easily Speaks in complete sentences Becomes toilet trained Unbuttons buttons Undresses self Feeds self Is helpful with adult chores Likes nursery rhymes Begins to draw recognizable pictures Asks a lot of questions	Tells and enjoys stories Speaks clearly Dresses self Likes playing with other children Likes pretend play Balances on one foot Builds tall towers Uses scissors Writes name clearly Listens to long stories Makes up words	Climbs easily Catches a ball Can brush teeth Can handle all toilet functions by self Likes playing games with rules and pretend play with friends Is helpful and cooperative Names letters and numbers Can skip, jump rope, hop and balance well

ARTS AND CRAFTS RECIPES

The following recipes and activities are designed for children over the age of three. Always ask the parents permission before doing anything out of the ordinary or messy.

PASTE

In a large bowl, help children mix a small amount of flour and water together to make a paste. Let them experiment with the amounts of each ingredient needed. When they are satisfied with the consistency, make a collage of items glued on with the paste.

HOMEMADE PLAY-DOH

In a large saucepan or electric skillet, mix 1 cup of flour, ½ cup of salt, 1 cup of water, 2 tablespoons cream of tartar, and 1 tablespoon plus 1 teaspoon of baby oil. Stir constantly over low heat until mixture is no longer sticky. Place on wax paper to cool, then knead in a few drops of food coloring. Store in an airtight container.

FINGER PAINT

In a large saucepan, mix 1/4 cup soap flakes, 1/4 cup Argo starch, 1/4 cup cold water. Stir in 1 and 3/4 cup boiling water. Cook until thick and clear. Add food coloring.

BAKER'S CLAY

In a large bowl, mix 4 cups of flour, 1 cup of salt, and 1½ cups of water with your hands. When smooth, make into desired shapes. You can use cookie cutters or make shapes with your hands. If you are planning on using your shapes as ornaments or jewelry, insert a thin wire or pipe cleaner before baking. Buttons and beads can be used for decorations. Bake at 350 degrees for 1 hour. After cooling, the pieces can be painted with tempera paint.

GAMES AND ACTIVITIES

■For infants (birth-1 year):

- Sing songs or say nursery rhymes while bouncing the baby gently to the rhythm
- Play peek-a-boo with a soft blanket
- Look at pictures in board books; point to the object and say the name
- Listen and dance gently to classical music
- Set the baby on a blanket on the floor and play with toys together

■For toddlers (1-2 years):

- Make a marching band with pots and pans
- Read very simple books together (mostly looking at and identifying pictures)
- Listen and dance to music, sing songs together
- Play in a sandbox (make sure the child does not eat the sand)
- Draw (scribble) with large crayons on large paper

■ For pre-schoolers (2-5 years):

- Build towers with blocks
- Play pretend games with props (baby dolls, cars, little people, play dishes)
- Work on more elaborate art projects using glue or paste, markers, paper or fabric scraps, and other art supplies
- Play running, climbing, and ball games outside
- Children this age love to help you cook. Make sure you have parents permission and observe all safety rules.

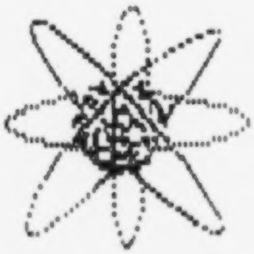
■ For school-agers (5-10 years)

- Play games with rules such as board games or kickball
- Work on ongoing projects such as building spaceships or castles, or writing and producing plays
- Take turns reading to each other
- Take walking field trips around the community, exploring different places such as parks, businesses, restaurants, and community buildings. Make sure the parents know where you are at all times.
- Learn new hobbies together such as roller-blading, oil painting, or model car building

More information about babysitting can be found in the following materials.

The Babysitter's Handbook, Barbara Benton, 1981, William Morrow & Company, Inc.
Babysitting, Frances S. Dayee, 1990, Franklin Watts
Kids To the Rescue: First Aid Techniques for Kids, Maribeth & Darwin Boelts, 1992, Parenting Press, Inc.
The New Complete Babysitter's Handbook, Carol Barkin & Elizabeth James, 1995, Clarion Books
Total Learning: Curriculum for the Young Child, Joanne Hendrick, 1986, Merrill Publishing Co.
The Whole Child: Developmental Education for the Early Years, Joanne Hendrick, 1992, Macmillan Publishing Co.

SCIENCE CLUB



Welcome to the SCIENCE CLUB! We will explore nature, outer space, chemicals, insects, and many other fun and exciting science topics. The goals of the science club are to strengthen skills related to science (predicting, the experimental process...) and to make science real and interesting. This will be a completely hands-on process. The group can be split into smaller interest groups in order to focus more in depth on one subject area. Incorporate many field trips into your activities. Can you visit a chemistry lab? A space museum or planetarium? A geological dig site? Take advantage of the resources available locally or in your region (generally free or very low cost). Always keep safety in mind when working with dangerous chemicals or substances. Use the recommended safety equipment at all times.

The curriculum for this club is located in two notebooks available from 4-H through the Alabama Cooperative Extension Service.

4-H BEST- a curriculum guide for helping youth to Build Esteem through Science and Technology (divided into the following sections: Snips, Snails and Peanut Shells, Eggsciting Embryology, Amazing Animals, Chemicals are Us, Martian Mania, Earth Alert, Seed N' Sprout, Be a Bug Brain, Underwater Wonders, Technically Speaking, Diggin' Up Stones)

4-H SPACES program divided into the following sections:

-Outer Space, where young adolescents learn about the skills they need to understand science and technology

-Inner Space, where they explore, develop, and enhance personal coping skills

-Shared Space, where they gain an awareness of cultural, environmental, and communications skills and issues

-Help Me, I'm Growing Up: Understanding Early Adolescence for youth leaders

Outdoor Adventurer Club

Welcome to the OUTDOOR ADVENTURER CLUB! We will explore the great out-of-doors and learn camping and survival skills. You can take this club in many directions. If the group is interested in backpacking and hiking, spend most of the time learning skills related to minimal impact camping. If the group is more interested in outdoor activities and sports, try rock climbing or mountaineering. The activities presented here are to be used as starting-off points. Let the group research and teach new skills and techniques. The goals of the Outdoor Adventurer Club are to share an enjoyment of nature and to teach skills related to outdoor living.

Remember that safety MUST come first. Before trying out any new skill or doing any outdoor activities, make sure the proper safety precautions have been taken. Always keep a basic first-aid kit with you along with copies of the medical authorization releases signed by each child's parents. Know the first-aid for common outdoor injuries such as falls resulting in scrapes and bruises, insect stings, rope burns, sun burns, sprained wrists and ankles, and snake bites. If possible, have a trained first-aid person with you at all times. Make sure no child is allergic to stings or has asthma before doing any outdoor activities. A basic first-aid kit should include the following items:

- Band-aids, all sizes
- Adhesive tape and bandages
- Alcohol wipes
- Thermometer
- Bottle of water for rinsing wounds or eyes
- First-aid book
- Gauze pads
- Instant ice-pack

-Safety pins
-Scissors
-Tweezers
-Plastic bags for collecting specimens of insects suspected in a biting or stinging, or for waste disposal
-Tape and white index cards for collecting ticks-place in plastic bag and give to medical professional
-Purell antibacterial waterless soap
-Latex gloves- always use when coming in contact with any bodily fluids
-Matches
-List of emergency telephone numbers
-Needle for splinter removal
-CPR face shield
-Splints
-Triangular bandages
-Acetaminophen (if parents have given permission for child to take)
-First-aid kits can be contained in small tackle boxes and placed in an adult sized backpack for the leader to carry along with extra water and any other supplies.

When outdoors, each child should carry their own container of water and drink from it frequently to avoid dehydration.

Assess your volunteer and parent resources for help in supervising, first-aid, transportation, supplies, etc. Send a letter home to the parents or talk to each one individually to see if they can help. Also, call your local college or university service fraternities and sororities. They are often looking for fun activities to assist with.

Call your local cooperative extension and 4-H offices and check their literature for outdoor information. They often have pamphlets about local wildlife and plant life.

Boy and Girl Scouting literature is rich with ideas for outdoor activities. Call your local council and ask for a catalog of literature. Ask if a senior level troop could come and demonstrate outdoor skills or lead an activity. Check the library for Scouting Handbooks.

ACTIVITIES

Before planning any activities, brainstorm with the group what type of direction they want this club to take. Have them list interests and ideas on a blackboard or large paper. Rule out any that are impossible (rock climbing in the Grand Canyon) and replace with acceptable substitutes (rock climbing at a state park or indoor rock wall). Divide the group into teams to research some of the ideas and report back to the group. Are all the ideas possible to do in some way? If so, have each team do further research into the skills and supplies needed to carry out the activity. After researching, have them teach their skills to the large group and plan an outing or adventure to use the new skills.

Take a hike on an approved trail (such as those found in State Parks). Use a compass and map to find your way. If you do not have a map of the trail, make one while you are hiking. Make sure your map includes a legend, or key. Ask another group to try your map and see if it can be followed easily. If not, what changes can you make?

Visit a marine/boat store and ask someone to talk to your group about water and boating safety.

Ask a certified lifeguard to speak to your group about swimming safety.

Learn about ecology, the study of plants and animals in their environments, and eco-systems. After researching what these terms mean, try the following activities.

Make a list of things that you can do to have a positive impact on the environment, such as conserve water, electricity, and other resources. Look around for actions that produce a negative impact on the environment. How can you change these actions? Are they from individuals or large corporations?

Ask someone who has a job in the field of ecology to come and speak to the group. What are they doing to make a difference? Do they have any suggestions for your group?

Plan and carry out a project that helps preserve the environment.

Visit a natural area where people have not impacted the environment. Find a quiet place to sit and observe the surrounding eco-system. How many different types of plants, animals, and insects do you see? Can you name any of them? Is there a food chain represented in your eco-system? How do the different parts of the system work together? Is there any evidence of impact from humans?

Make a bird feeding area near your meeting place. Find out what types of birds are native to the area and provide the kind of food they need. Observe and record the action over the next several weeks. How many different kinds of birds do you see? Have a field guide handy to identify the birds. Hang a hummingbird feeder and observe the behaviors of the hummingbirds.

Identify 10 different types of plants near your meeting place. Are any of them poisonous if touched? If eaten? Are any of them edible? Are they endangered or protected by law? Have they grown there wild or did someone plant them?

Learn how to use a compass, then practice with it outdoors.

Learn how to dress for the weather when doing outdoor activities. Gather a large sampling of clothing, typical of what you might find in a pre-teen's closet. Include some winter and summer wear, as well as coats, hats, gloves, swimsuits, socks, and shoes. Use adult sized clothing, as they will be placing it on over their clothes. Place the clothing on a table on one end of your room. Divide the group into two teams for a relay race. You will hand the first player from each team a situation and say "go", then that player must run to the table and dress appropriately for the situation. Examples of situations might be, a hike in the woods in January, a day at the lake in July, or an evening hike in April. After they are fully dressed, snapped and buckled, shoes and all, they call out their situation, quickly undress and run back to the group. You then give the next runner a new situation. After the relay, ask them each why they chose the clothing they did. Discuss layering, natural fibers, comfortable shoes, hats for sun protection and warmth, etc.

With parents' help, plan an overnight trip or an all-day hike. Make sure you hike and camp in approved areas. State parks offer the best services and assistance in planning. Plan what to pack, what to wear, and what to eat. Will each person bring their own food or will you cook a group meal over a fire? If you plan on doing any fire-building, make sure the children and adults are trained in fire safety. Have a plan for transporting your trash back out with you. If you will be near a natural water source, bring water purifier tablets. If you, or a parent volunteer, do not have considerable experience with backpacking and camping, stick with an all-day hike.

Practice pitching tents near your meeting area. Try using different types and sizes of tents. Let the children experiment and figure out for themselves how to put up each type of tent. Ask a camping supply store to demonstrate and discuss tent usage.

Before doing any camping where you will be cooking over a fire, practice it in the safety of a local fire pit or fire ring. Many parks and camping sites have regulations about fire usage. Have the group plan a fire cooked meal. Plan the menu, make the grocery list and do the shopping, prepare and serve the food, and clean up the cooking site and dishes. Spend a lot of time with the group discussing and demonstrating before letting them try fire building or cooking. Remember to completely put out your fire and clean the site for the next usage.

Learn how to identify the poisonous plants, insects and animals in your area. Know what to do if you come in contact with any of them.

Learn about careers related to outdoor skills, ecology, and wildlife management. If any of the group members are interested in pursuing this line of work, arrange a mentoring relationship with a local professional in their field of choice.

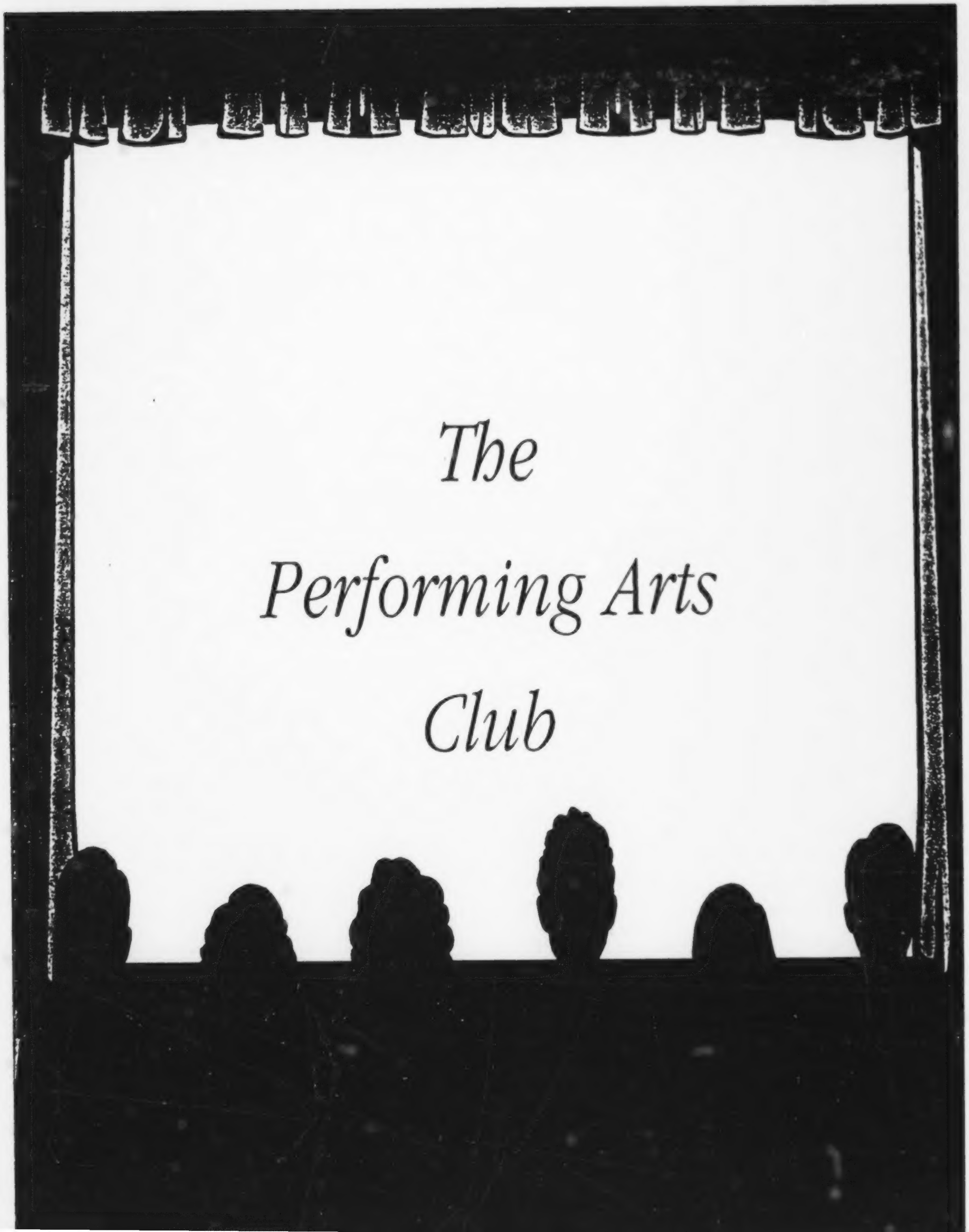
Make individual mini-first-aid kits for each child. Most injuries occurring outdoors with children are minor, requiring only cleaning and bandaging a scrape or small cut. You will need a film canister for each child, ribbon, yarn or twine, band-aids, and alcohol pads. With an ice pick, the adult should punch a hole in the top of each film canister.

Using a yarn needle or by wrapping tape around the end, thread both ends of the ribbon through the top and tie knots in the ends to form a necklace. Put several band-aids and alcohol pads in each canister, then replace the lid. Some children might be more comfortable carrying them in a waist pack or pocket rather than around their neck. Have the children remove them before doing any climbing or roughhousing to avoid choking.

Discuss safety rules and plans if someone gets separated from the group. Each person should carry a whistle for signaling to the group that they are lost.

Combine art and nature.
-Collect berries, leaves, roots and flowers to use for dyeing. Experiment to find out what gives you the best color. To make the dye, boil the item until the color comes out in the water. Remove the item, let the water cool, and dip untreated fabric or paper into it. Allow to dry. Try tie-dyeing with the natural items.

-Collect items to make rubbings. Carry crayons or pencils and paper around outside and make rubbings of interesting objects. To make this more fun, have each person make five rubbings without letting anyone see what they used. Let the other group members guess the rubbed object.



The Performing Arts Club

Welcome to the PERFORMING ARTS CLUB! We will spend time exploring the dramatic arts of dance, mask-making, puppets, plays and skits. We will take a behind-the-scenes look at how productions are made, from set and costume design to opening night. It might be best to focus on one type of drama or dance at a time. Perhaps the group can agree to an in-depth study of ballet or theater for a set amount of time before moving on to the next area of interest. The curriculum presented here is divided into sections according to topic (dance, theater, masks & puppets). The goals of the performing arts club are to broaden the horizons of the children and to allow them the opportunity to try out different roles in a safe setting.

Possible supplies and equipment needed:

Costumes (old Halloween costumes, or dance recital clothing, adult sized clothing...)
Wigs and hats
Belts and shoes
Fabric to make costumes
Sewing kit
Safety pins
Velcro tape
Household objects to use for props as needed (telephones, newspaper, TV...)
Large cardboard pieces for set design
Paint and brushes
Smocks or aprons to wear while painting
Grease paint and remover

Arrange your meeting place in a way that includes a stage area with a curtain. The curtain could simply be a sheet hanging from the ceiling. Make sure there is a backstage area behind your curtain.

ACTIVITIES

Begin by brainstorming or taking an interest inventory of ideas. What does the group want to focus on? If an agreement cannot be made, find a way to compromise. Make sure there are roles to fill for people who do not want to be in the spotlight, such as set design and production, special effects, lighting, costume design, make-up, and directing.

After reaching an agreement or compromise, make a list of supplies and equipment needed. Ask the group to research costs of supplies and look for alternatives to expensive materials. Use as much donated material as possible.

If any of the children are thinking of pursuing a career in the performing arts, arrange for a mentor to work with that child. Mentors can be found in university drama departments, community theater programs, and schools for the performing arts. If no mentors are available in your area, help the child write a letter to a performer that they admire, asking questions about how they achieved their performance level.

Together make up a list of questions about your topic. Spend time researching and reading, by either taking a trip to the library together or locating information on the world wide web. Divide the group into teams to find the answers to specific questions concerning their topics.

Formulate a plan of action with the group. How are you going to get the most out of your subject area? What activities do the group members want to do? If they involve field trips, discuss transportation arrangements and any entrance fees to performances.

THEATER

Plan a field trip to a theater. Many university and community theaters offer free programs for children. Tours can be arranged, as well as a behind-the-scenes look at a production.

Visit a high school's theater department. Have the children prepare a list of questions beforehand. Some high schools offer summer theater programs for younger children.

Take a trip to a local costume shop. See if there are any costumes that would be easy for you to make.

Check out skit books from the library. Look for:

- Skits, Comedies and Farces for Teen-Agers: A Collection of Humorous One-Act Plays for all Occasions, by A.S. Burack, published by Plays, Inc. 1970
- Whodunits, Farces & Fantasies: Ten Short Plays, by Robert W. Boynton & Maynard Mack, published by Hayden Book Company, 1976
- Theater Games for the Classroom: A Teacher's Handbook, by Viola Spolin, published by Northwestern University Press, 1986

Plan a field trip to see a play done professionally. Tours can often be arranged as well.

DANCE

Arrange for your group to sit in on several advanced level dance classes. Find out the difference in styles and techniques between different styles of dance.

If any members of your group has dance experience, offer to teach a beginner level dance class at a local day care center.

Plan a trip to see a professional ballet. Research that particular ballet storyline before attending.

Ask a local dance teacher to speak to your group, perhaps offering a free lesson.

Listen to classical music and imagine the dance that would fit with it. Find a way to illustrate the feeling the music evokes through art or dance.

PUPPETS AND MASKS

Visit the library for puppet and mask resources. Have half the group responsible for finding information about masks and the other half looking for puppet books.

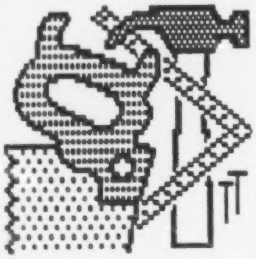
Gather all of your resources together and research the topic. Begin brainstorming activities. What is the goal for this club? Are the children interested in making masks to display, performing a puppet show, or teaching these skills to younger groups of children?

Make a plan of action. Plan a time line together for your club. What steps will you take to reach your goal?

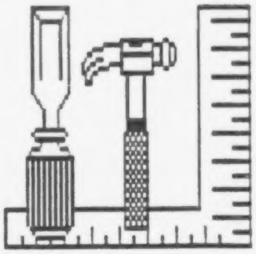
Gather your supplies and make a work area for constructing puppets and masks. Make sure you have space to safely store your works-in-progress as they dry.

Look for the following resources:
-Folk Tale Plays for Puppets: 13 Royalty-Free Plays for Hand Puppets, Rod Puppets, or Marionettes, by Lewis Mahlmann & David C. Jones, published by Plays, Inc., 1980
-Rainy Days Shadow Theater, by Denny Robson & Vanessa Bailey, published by Gloucester Press, 1990
-Sticky Fingers: Masks, by Ting & Neil Morris, published by Franklin Watts Inc., 1993
-Why Throw it Away? Making Crazy Faces and Masks, by Jen Green, published by Franklin Watts Inc., 1992
-World Crafts: Masks, by Meryl Doney, published by Franklin Watts Inc., 1995
-World Crafts: Puppets, by Meryl Doney, published by Franklin Watts inc., 1995

Display your finished products for parents and visitors to see. Place a card next to each item on display stating what it is and who the artist is. If the work is unique and high quality, consider donating it to a museum to display. Ask your local library for display space, as well.



BUILDING CLUB



Welcome to the BUILDING CLUB! We will focus on making things from wood, cardboard, plastic, and other building materials. This club can be taken in many directions, according to the children's wishes. They can learn about how houses are built or they can spend their time making model cars, boats, and airplanes. The goal of the building club is to supply youth with knowledge and skills related to architecture and construction. They will be using fine motor skills, as well as gaining a sense of pride and accomplishment from working on a building project.

Basic supplies to keep on hand:

Large cardboard pieces or boxes
Scrap lumber
Other scrap pieces, such as laminate, ceramic tile, or vinyl
Nails of all types and sizes
Screws of all types and sizes
Claw hammer
Hand saw or coping saw
Plane
Level
Drill
Screwdrivers
Wrenches
Pliers
Wood glue
Measuring tape
Pencils
Masking tape
Safety goggles
First aid kit

Books on tools and building

ACTIVITIES

_ Begin by brainstorming what the club wants to do. Make a list of possible activities such as model building, woodworking, and cardboard construction.

_ Begin gathering supplies and making a project workspace. If the group wants to work on models, have each child bring one from home, or bring money and take a field trip to a craft store to purchase them.

_ Ask parents to donate old tools. Perhaps a parent is willing to donate some time to work with the tools and talk about tool safety.

_Take a trip to a tool store and ask the hardware person to explain the different kinds of tools.

_ Visit and tour a construction site (with the builder's permission) to learn how houses and buildings are built.

_ Visit a building science or architecture department at a college or university. Ask the professors if they have a project that their students could do with the building club. High school woodshop classes are another possibility for joint projects.

_ Research job opportunities in the field of architecture and building. Make a chart of information including income potential, training and education required, and necessary skills. Talk to people working in the field for information.

_ Make a box city by drawing fancy building facades and gluing them to cardboard boxes.

_ Do 3-D puzzles of famous buildings.

_ Make food buildings from graham crackers and icing. Try to imitate a famous building. Add candy decorations.

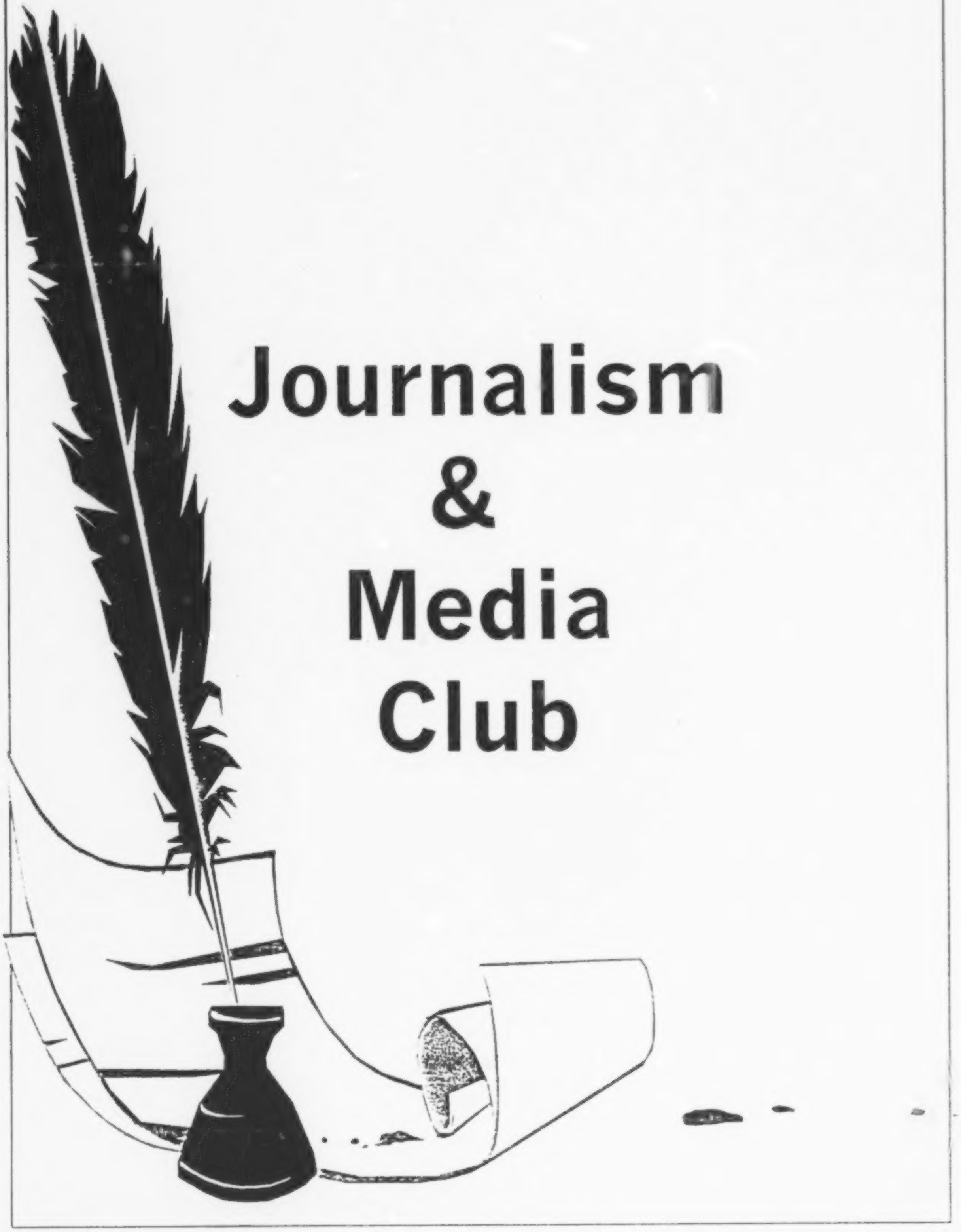
_ Ask a parent to donate an old piece of wood furniture for your club to refinish. If they do not want it back, decide whether you want to keep it for the program for donate it to a needy family. If you decide to keep it for your group, have fun painting it to make it unique. Before starting any refinishing project, ask a woodworker to speak to the group about safety equipment such as gloves, masks and eye protection. Ask a painter to give you some pointers on color and design before deciding how to paint it. Remember to stick to three or four basic colors in the same shade. For example, paint the piece in primary colors or pastels, but not a mixture of both.

_ Design and make small wooden toys to donate or sell. Ask a woodcraftsman to demonstrate how to make simple toys. Here are two ideas to get you started;

_ Sand an 8"x8" piece of scrap lumber smooth. Varnish, stain, or paint it. Hammer nails into a pattern such as a grid, leaving about one inch of each nail sticking out of the wood. Use weaving loom bands or colored rubber bands to make designs by wrapping the bands around the nails.

_ Cut wood scraps into square or rectangular blocks and sand smooth. Cut some irregular shapes such as cones, arches or triangles and sand. Paint, varnish or stain the blocks and donate to a classroom of preschoolers.

Journalism
&
Media
Club



Welcome to the JOURNALISM AND MEDIA CLUB! We will be learning about newspapers, television, and magazines. We will also spend time doing creative journaling, and reading. Because this material is so vast, it is important that the members choose a focus for their club meetings. For instance, they could research and learn about newspapers, then publish a program newsletter with such features as reporting on other club activities, an advice column, sports, trivia, editorials, music and movie reviews, and news for parents. Another option would be to visit a television studio, then produce your own show. The group might be interested in spending their time reading and journaling or doing creative writing activities. The main goal of the journalism and media club is to offer information and experience pertaining to possible career fields.

Two must have resources for this club are:

Doing the Days: A Year's Worth of Creative Journaling, Drawing, Listening, Reading, Thinking, Arts and Crafts Activities for Children Ages 8-12, Lorraine M. Dahlstrom, 1994, available from School-Age Notes

Media Cookbook for Kids, Mary Ellen Cravotta & Savan Wilson, 1989

Contact local radio stations, newspapers and television stations to arrange tours. They often have educational material available free of charge. If the local newspaper does not offer you free information, contact RC Anderson Associates Inc., P.O. Box 300, Pittsford, New York, 14534 (phone-716-248-5385) and ask for the NIE (Newspaper in Education) literature.

SUGGESTED BOOK LIST

NON-FICTION

Adventures in Space: The Flight to Fix the Hubble, Elaine Scott, 1995

Coral Reefs: Earth's Undersea Treasures, Laurence Pringle, 1995

Extraordinary Women Scientists, Darlene R. Stille, 1995

Get on Board: The Story of the Underground Railroad, Jim Haskins, 1993

The Great Fire, Jim Murphy, 1995

The Headless Haunt and Other African-American Ghost Stories, James Haskins, 1994

Mountains, Seymour Simon, 1994

One More River to Cross: The Stories of Twelve Black Americans, Jim Haskins, 1992

Portrait of a Farm Family, Raymond Bial, 1995

Rocket! How a Toy Launched the Space Age, Richard Maurer, 1995

Rosie the Riveter: Women Working on the Home Front in World War II, Penny Colman, 1995

Science Dictionary, Seymour Simon, 1994

The Sea King: Sir Francis Drake and His Times, Albert Marrin, 1995

Taking Flight: My Story by Pilot Vicki Van Meter, Vicki Van Meter and Dan Gutman, 1995

Winter Across America, Seymour Simon, 1994

FICTION-AGES 10-12

Arabian Nights: Three Tales, Doborah Nourse Lattimore, 1995

Atalanta's Race: A Greek Myth, Shirley Climo, 1995

Binya's Blue Umbrella, Ruskin Bond, 1995

The Bones in the Cliff, James Stevenson, 1995

The Burnt Stick, Patricia Rusch Hyatt, 1995

Jason and the Losers, Gina Willner-Pardo, 1995

The King's Shadow, Elixabeth Alder, 1995
Moriah's Pond, Ethel Footman Smothers, 1995
The New Nick Kramer, or My Life as a Babysitter, James Howe
Ozzie on His Own, Johanna Hurwitz, 1995
The Private Notebook of Katie Roberts, Age 11, Amy Hest, 1995
Utterly Yours, Booker Jones, Betsy Duffey, 1995
The Van Gogh Cafe, Cynthia Rylant, 1995
The Watsons Go to Birmingham-1963, Christopher Paul Curtis,1995
Yolonda's Genius, Carol Fenner, 1995

FICTION-AGES 12 AND UP

Alien Game, Catherine Dexter, 1995
Angel's Gate, Gary Crew, 1995
Black Water, Rachel Anderson, 1995
Eclipse, Kristine L. Franklin, 1995
How Far Would You Have Gotten If I Hadn't Called You Back?, Valerie Hobbs, 1995
I Am an Artichoke, Chris Crutcher, 1995
Like Sisters on the Homefront, Rita Williams-Garcia, 1995
Liza's Blue Moon, Diane Stevens, 1995
The Midwife's Apprentice, Karen Cushman, 1995
Missing Pieces, Norma Fox Mazer, 1995
Slot Machine, Chris Lynch, 1995
Somewhere Around the Corner, Jackie French, 1995
Spying on Miss Muller, Eve Bunting, 1995
The Tinker's Daughter, Shelia Hayes, 1995
What Jamie Saw, Carolyn Coman, 1995

POETRY

Black Swan, White Crow, J. Patrick Lewis, 1995
The Night is Like an Animal, Candace Whitman, 1995
The Pelican Chorus, Edward Lear, 1995

Small Talk: A Book of Short Poems, Lee Bennet Hopkins
Street Music, Arnold Adoff, 1995
Sweet Corn, James Stevenson, 1995

Resources for children's literature

Harper Collins Publishers, 10 East 53rd St., New York, NY 10022, 212-207-7000

Houghton Mifflin Company, 222 Berkeley St., Boston, MA 02116-3764, 617-351-5000

Penguin USA Books, 375 Hudson St., New York, NY 10014-3657, 1-800-253-6476

Random House, 400 Hahn Rd., Westminster, MD 21157, 1-800-793-2665

Scholastic Inc., PO Box 7502, Jefferson City, MO 65102, 1-800-724-6527

Troll Associates, 100 Corporate Dr. Mahwah, NJ 07430, 1-800-929-TROLL

Volunteer Leader Training Guide

FIRST
LOOK

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General Prologue

What is FIRST LOOK?

FIRST LOOK was created in 1996 in response to the need for a community-wide organization to educate and involve high school students in community service. *FIRST LOOK* is a service-learning initiative that provides youth with their **FIRST LOOK** at the need for community involvement and service. The program gives youth the opportunity to participate in community focused classroom seminars and local community service projects.

> ***FIRST LOOK'S*** *mission is to increase the number of youth involved in community service, expose youth to the social issues facing their community, and empower youth with the skills and opportunities to become community leaders.*

The *FIRST LOOK* program is simple. Young adult volunteers, "Volunteer Leaders," are trained by *FIRST LOOK* Staff to teach *FIRST LOOK* in area schools and to lead students on Weekend Service Saturdays. The dynamic of the young adult and student volunteers creates a community of youth volunteers!

The *FIRST LOOK* program consists of a series of workshops that can be easily integrated into a teacher's or counselor's teaching plan. The program challenges youth to re-examine their *definition of community* and to discuss the importance of *service*. Issue workshops, such as, *homelessness and poverty* educate and encourage youth to look critically at the major social issues facing their community and the United States.

To build on what youth learn in the classroom workshops, youth participate in monthly community service projects under the supervision of their Volunteer Leaders. Volunteer Leaders are called on to lead students in reflection, both in the classroom and at the service site, about the nature and meaning of their practical service.

Why Do *FIRST LOOK*?

A 1997 Gallup poll reported that only 35% of high school students, ages 13-17, volunteer. This poll also found that these students are four times more likely to volunteer when asked than if not.

FIRST LOOK is designed to challenge youth to question their role in and responsibility to their community. Teen-agers, unable to vote and legally dependent on their parents or guardians, traditionally do not have much leverage in their community. *FIRST LOOK* believes that it can empower students by showing them how to impact their community through leadership in service.

Below are some of the positive by products of *FIRST LOOK* for its participants:

- **Educational**: Through the *FIRST LOOK* program, students are introduced to the concepts and skills of citizenship, and are educated about the specific issues facing our community.
- **Making Volunteering Easy and Fun- What it Should Be!** Providing supervised service opportunities to the students and educating them about other ways to become involved in service allows youth to take part in meaningful volunteer experiences that will leave them personally stimulated and with new friendships. Furthermore, actual volunteer experiences allow students to build upon and apply skills learned in the classroom to the real world.
- **Leadership**: *FIRST LOOK* aims to create a generation of young leaders who will continue to be involved in the well being of their community as young adults.
- **Working With Other Youth**: On these projects youth from different parts of the region have the opportunity to work together, thus promoting a stronger sense of community, interconnectedness, and cooperation among youth.

What is Service-Learning?

Service-Learning is a method by which students learn and develop through active participation in thoughtfully organized service experiences that:

- Meet actual community needs;
- Are coordinated in collaboration with the school and community;
- Are integrated into each young person's academic curriculum;
- Provide structured time for a young person to think, talk and write about what he or she did and saw during the actual service activity;
- Enhance what is taught in the school by extending student learning beyond the classroom;
- Help to foster the development of a sense of caring for others.

LEARN AND SERVE ALABAMA

Using this Guide

The Volunter Leader Training Guide is intended to be used as a training information packet for *FIRST LOOK* Volunteer Leaders. We encourage all Volunteer Leaders to go ahead and read straight through from cover to cover as each topic area discussed is equally important.

Chapter's 1, 2, & 3: The first three chapters introduce Volunteer Leaders as to how to be a Volunteer Leader and a Classroom Facilitator. These chapters discuss important leadership and teaching themes that Volunteer Leaders need to know before beginning the workshops.

Chapter 4: This final Chapter introduces the *FIRST LOOK Workshops,* the meat of the program! Each workshop is formatted and designed to make learning and teachng as smooth a spossible.

This Information Packet is designed to guide and facilitate the Volunteer Leaders not to restrict their creativity. Volunteer Leaders will be spending the most time with the students and should use and adapt the workshops to meet their student's needs.

WHOA THERE BUCK-O! Before you jump right ahead to the fun stuff, we ask that you turn to the next page and jot down some quick thoughts... go ahead turn the page!

On your mark. . . get set. . . whoa!!!

Before reading ahead to the good stuff, we ask that you please take a few moments to define some words and concepts that are integral to the *FIRST LOOK* curriculum. You are free to use a dictionary to aid your efforts, but we encourage you to use your own opinions and ideas as it's essential you have a strong personal understanding of these concepts to best present them to your students.

Be creative! There are no wrong answers! Use additional paper if necessary. Good Luck!

Community: ____
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Service: ____
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Charity: ____
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Service
Learning: ____
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Leadership: ____
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Poverty: ____
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Homelessness: ____
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Chapter 1
Spring Training

Responsibilities of First Look Volunteer Leaders

Volunteer Leaders will be paired in teams of two that will be responsible for conducting high school workshops and leading Service Saturdays. Volunteer Leaders will be required to:

- Attend Volunteer Training Orientation and Workshop Meetings;
- Lead the *FIRST LOOK* Workshop each week (1 hour);
- Supervise 1-2 weekend Service Saturdays with their students.

What lies behind us and what lies before us are tiny matters compared to what lies within us.
--Oliver Wendell Holmes

Characteristics of First Look Volunteer Leaders[1]

Aware of one's own values, feelings, goals, and aspirations. *FIRST LOOK* workshops are designed to raise difficult questions about some complicated social issues. To be an effective facilitator it is important for Volunteer Leaders to understand their own values and feelings with respect to the issues they will be discussing.

Intellectual Curiosity. Leading by example is an effective motivational tool. A Volunteer Leader's interest in and enthusiasm for the learning process is contagious.

Leader / Follower. Volunteer Leaders must prepare and facilitate each workshop and service activity. Volunteer Leaders must also be willing to listen and appreciate their students perspectives and learn from their experiences.

Optimism. A 40% chance of rain also means a 60% chance of sunshine! Being a Volunteer Leader can be difficult but rewarding. Accentuate the positive. It's less stressful and more productive in the long run.

Dedication. Volunteer Leaders are committed to the mission of *FIRST LOOK*. Not all students will appreciate the work of *FIRST LOOK* Volunteer Leaders and may reject the belief that service and community are important. Nonetheless, Volunteer Leaders continue to devote their time and energy because having one student realize the importance of community service means success.

Humor. *FIRST LOOK* Volunteer Leaders understand a sense of humor is often the best solution for difficult situations. Volunteer Leaders are not afraid to let their blunders be the center of laughter.

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[1] This section was adapted from Judith A. Tindall and H. Dean Gray. Peer Counseling. Accelerated Development Inc.: Muncie, Indiana, 1989.

Defining Your Leadership Style

Each of us has a unique style of interacting with people and solving problems. The way in which we approach these issues defines our leadership style.

In reflecting on your leadership style think about two important components integral to everyone's leadership and teaching styles: leading and managing.

"Management is doing things right; leadership is doing the right things."--Warren Bennis

"Management is efficiency in climbing the ladder of success; leadership determines whether the ladder is leaning against the right wall." --Stephen R. Covey

THOUGHTS ON LEADERSHIP

It ain't as bad as you think.

It will look better in the morning.

Get mad, then get over it.

Avoid having your ego so close to your position that when your position falls your ego goes with it.

It can be done.

Be careful what you choose. You may get it.

Don't let adverse facts stand in the way of a good decision.

You can't make someone else's choices. You shouldn't let someone else make yours.

Check small things.

Share credit.

Remain calm. Be kind.

Have a vision. Be demanding.

Don't take counsel of your fears or naysayers.

Perpetual optimism is a force multiplier.

--Gen. Colin Powell

"Go to the People. Live among them. Love them. Learn from them. Serve them. Plan with them. Start with what they know. Build on what they know. And when the best leaders leave the people will say, 'We have done it ourselves.'"--Lao Tsu

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Chapter 2

Game Day

Leading a Classroom Session

Finally, the information you've been waiting for! In the classroom it is the Volunteer Leader's responsibility to:

1. Facilitate class discussion positively- make an extra effort to not criticize or put students on the defensive.
    - Don't put students on the spot with "Why" questions.
    - Likewise, don't put yourself on the defensive. Remember, we all perceive the world differently, your role is to facilitate the discussion, you are not responsible for changing everyone's opinion.
2. Respect each student's comments equally.
3. Appreciate class participation, regardless of the comment.
    - "Thank you for your comment" or "that's a good point."
4. Encourage dialogue.
    - "Does anyone else in the class have an opinion about this?"
    - Avoid one on one confrontations, always focus attention back to the class.
5. Excite, educate and give the students a **FIRST LOOK** to the world of service

Preparation

The Boy Scout motto is probably the best advice for Volunteer Leaders:

"Be Prepared!"

In addition to reading and studying this guide, Volunteer Leaders will be asked to participate in one *FIRST LOOK* Orientation and Volunteer Leader Training Meeting and two Workshop Training Meetings. The first Orientation meeting reviews the basic concepts of *FIRST LOOK* and teaches volunteers how to be classroom facilitators. The Workshop Training meetings are needed to review each workshop prior to teaching them. Each individual workshop training session requires approximately 45 minutes. The workshops are included in Chapter 4 of this manual. Volunteer Leaders should review the workshop material one week before teaching.

Don't tell them how to do it, show them how to do it and don't say a word. If you tell them, they'll watch your lips move. If you show them, they'll want to do it themselves. –Marie Montessori

Volunteer Leader Teams should work together to talk through the material and to divide responsibilities prior to the class. For example, the responsibility of managing the time during the activity should be designated before the class.

Each Volunteer Leader will bring different leadership styles and teaching strengths to the *FIRST LOOK* program. Don't be afraid to try new techniques.

Acceptance and Listening

The two essential building blocks of a good group session are **acceptance** and **listening**.

Volunteer Leaders need to take contributions made by students, taking them as completely as possible and with unconditional acceptance. This means developing the ability to accept every contribution any member of the group makes as honest, worthwhile, and valid.

The process of accepting is the process of taking or receiving freely any and every communication offered, without stops or hesitation. When the leader accepts the participants; participants also accept each other and may possibly accept the leader.

There is no greater reward than for a student to be respected and treated as a peer by a young adult Volunteer Leader. Our objective is not to talk *to them* but to talk *with them*!

As Volunteer Leaders, you will set the tone that students follow. Always try to be an *Active listener*, show the students you are listening and interested through thoughtful questions and non-verbal behavior such as facial expressions.

Give me a place to stand and I will move the earth.

–Archimedes

Dialogue Vs. Debate

Remember! Your audience may not always find the workshop topics as thought provoking as you do. Don't Despair! With some encouragement, a little humor, and attention to these suggestions a stampede may seem easier to stop than your discussion groups!

- Raise pivotal questions.
- Turn questions back to the group.
- Allow silences for reflection.
- Show acceptance by nodding and congruent body posture, using positive words.
- Have participants respond to each other rather than to the Volunteer Leader.
- Incorporate personal experiences pertinent to the discussion to which students can relate.
- Don't be afraid to tell it like it is. Youth want the truth. It's not often during the school day that Youth get a chance to share their ideas and opinions with young adults and their peers.
- Discourage debate. There are no perfect solutions.
- Encourage dialogue. Everyone has important contributions.

Remember the following two comparisons between **debate and dialogue**:

1. Dialogue is collaborative: two or more sides work together toward common understanding.

   Debate is oppositional: two sides oppose each other and attempt to prove each other wrong.

2. In dialogue, finding common ground is the goal.

   In debate, winning is the only goal.

Sometimes when I consider what tremendous consequences come from little things . . .
I am tempted to think. . . there are no little things.–Bruce Barton

Small Group Discussions

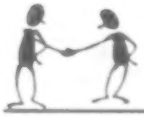
Small group discussions are productive and time efficient. For these reasons many of the *FIRST LOOK* activities are designed to be conducted in small groups. Small groups:

1. Provide opportunities for students to express their ideas and listen to each other;
2. Provide opportunities for student leadership to emerge and develop within each group;
3. Provide a context for students intimidated by large groups to speak out with less embarrassment;
4. Are more manageable because students are focused on 5 ideas rather than 25;
5. Provide incentives for more students to participate because they know their ideas will be heard. An assertive student might seize the opportunity to express leadership while the less assertive student may appreciate having his/her ideas adopted and built upon in the security of the small group.

Below are a few proven techniques that will lead to successful group work:

- Be Affirmative. . . Be Encouraging. . . Be Consistent.
- Provide simple, clear direction for small group formation and assignment.
- Anticipate questions that might be asked.
- After giving instructions open the floor for questions before proceeding to the task.
- Establish ground rules such as: everyone's opinions and contributions are important, dialogue over debate, etc.

If it becomes apparent that a particular student is detracting from the group's progress: persistent refusal to participate, distracting behavior, inappropriate conduct, etc., it is helpful to remember that people do things for reasons that make sense to them. Try to see the behavior apart from the person. As a guest in the class it is not your responsibility to reprimand or discipline the students. You can however help the teacher by constantly accentuating the positive and encouraging attentiveness and hard work.



— Aristotle

The First Meeting

The class will look to you the Volunteer Leader as the Expert, which you are! In the first meeting the class will assess their new "teacher" to determine what they can get away with, your personality, and your overall teaching style. For all practical purposes the tone of the class is set in the first meeting. It is therefore essential that you use this period to assess the level of control to which the class is accustomed and conform to this standard as closely as possible.

Generally, the class will be on its best behavior, even if tentative, during the first 15 minutes. Utilize this time to present the workshop agenda and lay the foundation for exciting and meaningful sessions. Additionally, the beginning of class is the time to present the day's workshop topic and initiate discussion.

For the first class, we recommend that Volunteer Leaders use some type of Ice Breaker to 1) get the students involved, relaxed, and energized and 2) to break down teacher/student barriers and to initiate friend(young adult)/friend relationship.

Recommended Ice Breakers

1. (Note: This is a quick ice breaker due to time constraints and is designed to separate the class into 2 groups.) Ask students to respond to the following questions and move accordingly to one side of the room or the other.
   1. Are you a morning person or evening person?
   2. Are you an Auburn or Alabama fan? (Substitute teams with local rival teams.)
   3. Are you a cat lover or dog lover?

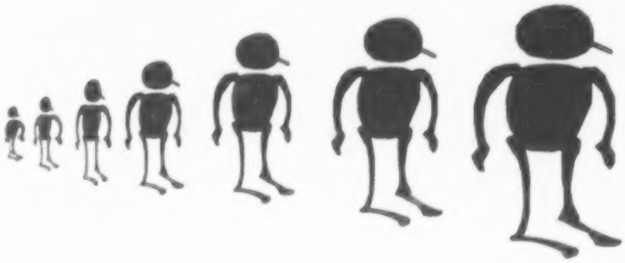
2. "The Name Game": Ask each student to say their name and to say one thing interesting about their name. (How they got it, where it came from, if it gets confused with other names, is it easy to tease, etc.)

3. "The Junk Pile": For this Ice Breaker you will need 20-30 random objects (CD, tennis ball, picture, pen, paper clip, leaf, etc.) To begin ask each volunteer to select an item from your pile of random objects. Next, ask each volunteer to describe how the object they selected represents one aspect of their personality or life. A Volunteer Leader may want to go first.

4. "Greed to know You": Pass a bag of candy around the class and ask each student to take some. Once all the students have gotten candy, instruct them to tell one thing about themselves for each piece of cand they took.

Other Possible Ice Breakers

- Form a circle and have each student say their name followed by the name of an animal that begins with the same first letter, for example, Peter Possum; Linda Lizard.
- Introduce your neighbor and your neighbor's favorite movie, book, sport etc.
- Write down something interesting about yourself on a note card. Collect the note cards. Next, read off the interesting personal comments on the note cards and ask the students to see if they can identify their fellow classmate.



Chapter 3

The All-Star Game

Leading a Workteam

The second component of *FIRST LOOK* is leading students in Service Saturday Volunteer Projects. The projects will either be pre-arranged by the *FIRST LOOK* staff or Volunteer Leaders will have the independence to choose their own work sites.

Leading a workteam is hard work but not an insurmountable task, and the experiences are unforgettable. The key to leading a successful worksite is preparation and energy. It is recommended to separate and organize the work site into the following three categories: **preparation, workday, and reflection**.

Real Courage is when you know you are licked before you begin but you begin anyway and see it through to the end no matter what. –Harper Lee, To Kill A Mockingbird

Preparation

Materials: Does the worksite have enough tools (hammers, shovels, rakes, gloves, etc.) for all the volunteers? It will be your responsibility to communicate with the *FIRST LOOK* staff members to ensure that there are sufficient materials. If materials are needed Volunteer Leaders should contact their student volunteers to have them bring the needed materials.

Break Activities: Ask if food or liquids will be provided on the work sites. If it is not, have an alternative plan and notify the volunteers. A soccer ball, football, or Frisbee are useful tools for break time activities. Music is generally allowed on the work site. Encourage one of the students to make a mix tape for the work day!

Workday

Volunteer Leaders and volunteers should meet either at the work site or at a pre-arranged location.

Once on site, introduce the Site Contact and briefly review the day's activities. It is important for Volunteer Leaders to understand and discuss with the students the history of the project and some of the issues the project strives to resolve. This gives the students a clear picture of what they are doing, who it's for, and why the work they do is important.

Ask the project manager to help assign the volunteers to specific tasks. Remember, a worksite is a great time for people to get to know one another and work together to accomplish a common goal. Rotate the volunteers from task to task so they can experience all aspects of the project while making new friends through service!

The Volunteer Leader is the go-between for the Site Contact and the high school volunteers. Make it clear that if volunteers have questions they should speak with one of the Volunteer Leaders before seeking out the Site Contact. While he/she certainly welcomes the volunteer's contribution they are often very busy and may not be prepared to answer the high school volunteers' questions as accurately as a Volunteer Leader.

Finally, lead by example! It is crucial for the Volunteer Leader to maintain a high energy level during the day and be conscious of the energy level of the volunteers. An encouraging word or guidance is often all that is needed to rejuvenate a struggling volunteer.

Reflection

During the lunch break, volunteer leaders and students will naturally exchange thoughts on the project. This is a good time for the leaders to suggest reflection questions that will re-surface at the end of the day. For example:

1) What is good about today?
2) Where would you be if you weren't here today?
3) Why are you here?
4) What would your friends say?
5) Who does the work you are doing help?

At the end of the work day gather the group in a short reflection to tie together the classroom workshop and the service project. **Break Away**, a national service learning organization has suggested the following guidelines for reflection.

The What? Step one pertains to the substance of the group interaction and what has happened to each individual. It deals with facts, occurrences and leads naturally into interpretation. The What? is used to start the reflection process by asking What happened today? or What did each of you do? What were you working to accomplish?

The So What? Step two pertains to the difference the service experience has had on each individual. It looks at the consequences of the day's actions and gives meaning to them. Members of the group abstract and generalize what they are learning and shift from the descriptive into the interpretive. At this point the questions asked are usually, What did your experience mean to you? How do you feel about what happened today? What did you learn from today?

The Now What? Step three involves the process of taking lessons learned from the experience and reapplying them to other situations and the larger picture. It is a time for goal setting and long range planning. The Now What? can range from discussions of What will we do next time? to What can I do on my own? to What's going to happen if we don't come back?

These short sessions generate enthusiasm for the upcoming workshops and projects, as well as stimulate thought on the nature of service and community and their personal role in society.

Perception. . . Fact? Fiction? or Fantasy?

***Note: See "Leading a Classroom Session" and "The First Meeting" Sections in the Volunteer Leader Training Manual**

Objective

This workshop is designed 1) to introduce the Volunteer Leaders to the students and the students to *FIRST LOOK*; and 2) to demonstrate how powerfully conditioning affects our perceptions. We have been conditioned throughout our lives to see our community in one way. Throughout the *FIRST LOOK* workshops we will challenge ourselves to evaluate our current perceptions and new perceptions about community and service.

Materials

Photocopies of Picture A, Picture B, .and Picture C, and Student Information Cards.

Step 1: "Do You See What I See" (7 minutes)

Volunteer Leaders should tell each student to move to a different part of the classroom and to focus on a specific object. For example, Volunteer Leaders can ask students to sit under their desk, stand in the corner, lie on the floor, look out the window, etc. Next, ask selected students to describe what they see in front of them. For example, "I see a car," "I see the chalk board," "I see the bottom of the desk," "I see the ceiling," "I see a piece of gum!"

This activity demonstrates how we can all be in the same classroom yet see completely different things. This activity is a good introduction to what we plan to do in *FIRST LOOK*: to give students a new look at what our community and community service are. *FIRST LOOK* does not aim to tell the students what is good or bad, but instead aims to encourage students t think about these concepts and issues. This introductory activity can function as an ice-breaker.

Step 2: First Class Introduction or Icebreaker:

For the first class session, Volunteer Leaders should begin with an introduction of *FIRST LOOK* and Service Saturdays as well as an Ice Breaker Activity to get the students involved quickly.

- A summary of *FIRST LOOK* is found in the General Prologue of this Guide.
- Volunteer Leaders should introduce the Service Saturday volunteer opportunity and give the students their pre-scheduled work date.
- Ice Breaker: See "Leading a Classroom Session" and "The First Meeting", found in Chapter 2 of this Guide, for a choice of Ice Breaker activities and more first class tips.

Step 3: Activity - My Fair Lady?

- Divide the class into two equal groups.

Step 4: Give one group of the students Picture A (with the image of the young woman) and give the other half of the class Picture B (with the image of the old woman).

Step 5: Ask the students to look at their pictures and study them for about 30 seconds. Assist the students to see the women in each picture, either young or old.

Step 6: Next, take away Pictures A and B and place Picture C (with the combined image of the young and old woman) in front of the whole class.

Step 7: Ask the students what they see. The students in Group A should see the picture of the young woman and the students in Group B should see the picture of the old woman.

- Ask one student in Group A, who sees the young woman, to explain what he/she sees to another student in Group B.
- Allow the students to first communicate what they see before finally allowing them to point and touch Picture C to prove their argument.

Step 8: As the class calms down, point out the two different images in Picture C. It is important that all the students are able to differentiate the two images before continuing.

Step 9: Brief discussion.

- What does this activity illustrate?
- In 15 seconds our perceptions of the woman were conditioned. Can we think of other perceptions that we have that have been conditioned throughout our lifetimes?

Step 10: Explain to the students that this perception workshop is an introduction to the coming weeks. This activity is effective because it shows us how powerfully our views affect how we interact with people and that we don't always see things as clearly and objectively as we think. In the coming weeks *FIRST LOOK* is going to challenge the Volunteer Leaders and the students to take a new look and maybe a First Look at the concepts, skills and issues concerning Community and Community Service.

Conclusion

Step 11: To conclude, pass the Student Information Cards out to the student and ask them to put their names, addresses, phone numbers and definitions of the *FIRST LOOK* words (Community, Service, Leadership, Charity, Poverty, Homelessness). The cards can be collected at the end or beginning of class. Sometimes, the cards are used as part of the Ice Breaker Activity.

Make sure that the students write down their own definitions of the *FIRST LOOK* words so that we can review how their perceptions may have changed at the end of the 4 weeks!

Save the Information Cards in your Volunteer Leader binders. You can use the Cards to review the student's names and at the end of the program you can compare how the students definitions of the *FIRST LOOK* words may have changed.

Step 12: Introduce the FIRST LOOK Service Scholarship opportunity to your class.

- Give students the *Requirements for FIRST LOOK Scholarship Participants* hand-out and walk through the guidelines with the class.
- Hand out the FIRST LOOK Weekend Service Calendar and explain the Volunteer Leader adoption process.
- Promote upcoming Service Events.

Understanding Community Service

Objective

How do you define community service? Community service is a term that we use and hear everyday yet it is nowhere to be found in the dictionary! In this workshop we are going to dissect "community service" and find out how it relates to us and to our society.

Materials

Newsprint or chalk board.

Introduction

The *FIRST LOOK* concept of community service is 1) based on broadening one's view of community and 2) recognizing that there are two inextricably linked components of service: giving and receiving.

First, if our concept of community extends from our family, to our school, to the city, to the state and beyond and if our definition of community includes a variety of components, such as, the environment, history, and arts then it is fair to say that there are several different ways that we can serve our community. Second, if community service consists of both giving to and receiving from our expanded community, then we all participate very naturally in community service everyday.

For example, if we consider a neighboring town as part of our community, then doing community service in that town is a natural and comfortable action, much like helping a friend rake leaves.

FIRST LOOK encourages students to have a broader and more expansive understanding of what their "community" is with the hope that they will feel a greater sense of natural responsibility to that larger community and thus a greater comfort when serving that larger community.

Activity: Defining Community Service

Step 1: *Introduction.* Although we use the term "Community Service" everyday, there is no definition for it in the dictionary! Today we are going to dissect it.

Step 2: Raise your hands if you agree that Community Service means "serving your community." If we agree to that basic definition we next need to define "community."

Step 3: *Defining Community.* Read the following definition of community from Webster's Standard Dictionary: *1. A group of people living together in one locality and subject to the same laws, having common interests, etc. 2. The district or area in which they live. 3. The public; society in general.*

Step 4: Write the word *COMMUNITY* on the board or newsprint in full view of the class. Tell students to take out a pen and piece of paper. Ask the class to draw Community. They may draw a symbol, house, school or anything they can think of that demonstrates their community. Because the goal of this exercise is to generate a broad, inclusive understanding of community, volunteer leaders should participate fully in this creative process by walking around to help individual students.

Step 5: Ask each student to stand and share his/her drawing with the class. One Volunteer Leader facilitates this discussion as the other Volunteer Leader writes ideas on the board. This list should remain in front of the class for the duration of the workshop.

Step 6: Now that we have defined "Community" in this context, we can see that "serving our community" can mean a lot of different things (environment, animals, history, etc.) and it can take place in a lot of different locations (home, church, parks, downtown, etc.).

Step 7: *Defining Service.* We have now defined the term Community but we have yet to touch on the actual act of Service. Is service a 2 Way Street? When we take part in service are we only giving or are we also receiving? It is often stated that in order to give, someone must be willing to receive. Similar to the Perception workshop, lets see if there aren't two sides to service that we may have overlooked.

- *Ask the students to raise their hands if they believe that service is giving?*
- *Next ask the students to raise their hands of they think service is receiving?*

We agree then that Community service can be broken down into 2 acts: the act of **giving** and the act of **receiving**.

Step 8: Giving and Receiving Exercise. Pass out 3x5 index cards to all the students. Ask the students to look at the words on the board that we brainstormed about community. Next, ask them to use the list on the board to write on **one side** of the card an act of kindness or service that they have *given* to one aspect of community found on the list. On **the other side** of the card ask the students to write one act of service or kindness they have *received* from an aspect of community found on the list. The students should label each side of the card accordingly as giving or receiving. The students do not have to use the same brainstormed words for both their giving and receiving.

Activity Example. **Giving**: Community is sports. I **gave** by coaching a little league baseball team. **Receiving**: Community is friends. I **received** help from my friend when she tutored me with my homework.

Note to Volunteer Leader: To maintain anonymity, students should not write their names on the index cards.

Step 9: The Volunteer Leader collects and reads to the class what the students have received and what they have given. After the cards have been read to the class, facilitate a discussion taking into account the giving and receiving examples:

1. What was more difficult, thinking of examples of giving or receiving? Why?
2. Thinking about the examples you used for **Giving**, what motivates students to do service?
3. What do you receive from giving?
4. What is the difference between helping a neighbor move furniture and volunteering with an organization? Are they both acts of community service?

Conclusion

1) In the time remaining recap some of the topics that have been discussed: community, service, community service, and perception.
2) Discuss Nation Wide youth involvement in Service and appreciate the students for all that youth have accomplished. Very Impressive! A 1996 survey conducted by a non-profit organization, Independent Sector, shows that:
    - teen volunteers contributed 2.4 billion hours of volunteer service last year.
    - the teen's service saved communities over $7.7billion!
3) If time allows, brainstorm personal benefits of doing service. If not, explain to the students that service has many benefits not only for the community but for them as well.
    - *Resume builder*
    - *Chance to meet people from other areas*
    - *Learn job skills*
    - *Chance to be a leader*
    - *Ability to impact the community*
    - *Chance to travel and experience new cultures*
4) Talk about the calendar for the upcoming weekend and highlight the organizations listed.
5) Announce the Volunteer Leaders involved with the projects on the calendar.
6) Pass out the *Youth Community Service Opportunities Hand Out*. Students can use this hand out to learn about specific volunteer opportunities and how to get involved with these organizations.

Leadership

Objective

This workshop will describe different leadership styles, identify characteristics of strong leadership, and discuss the responsibilities students will assume as they become leaders in our community.

Materials

Paper and Pencils.

Introduction

Many people complain that today's society no longer creates motivated talented young leaders. Others suggest that it is the uncertainty of the characteristics that define a 21st century leader that has led to this decline. The definition of leadership found in the Oxford English Dictionary reads: *the position of a group of people leading or influencing others within a given context; the action or influence necessary for the direction or organization of effort in a group undertaking.*

What is leadership really? Is it a skill? Is it a style? Is it a talent possessed by a particular population of people? Can it be learned or inherited? Does one's personality affect one's leadership? Actually, it's a combination of all of these, and no one combination is necessarily better than the other.

In the following activity we will do a Meyers-Briggs Personality test. This test assesses different characteristics which affect our perceptions and form our leadership styles. The objective of the Meyers-Briggs test and the above questions are for students to come to the conclusion that to be effective leaders it is important to:

- Understand their personality and character traits;
- Recognize and appreciate the unique character traits of others;
- Recognize that different people respond to different leadership or motivational tactics;
- Understand that not everyone will respond to their leadership or character style, and that they may have to adjust to accommodate the character style of the people they work with.

Activity - What's Your Type?

Step 1: Ask who in the class is a leader?

Step 2: Next, ask students to brainstorm words that relate to leadership and write them on a piece of newsprint at the front of the class.

Step 3: Meyers-Briggs Activity. This is an abbreviated adaptation of the Meyers-Briggs type indicator test. **This activity is a simple tool to discuss the different characteristics of people's personalities. It is not a testing instrument.**[1]

The Meyers-Briggs character analysis is a commonly used test. Most high school students will encounter the Meyers-Briggs analysis in college psychology courses, and also in relationship analysis, such as, career choices, college roommate matches, and job organizational planning.

The test is based on Carl Jung's theory of type and behavior. Ask the students what they know about Jung. Jung believed that people's behavior is not random, rather it is patterned. Specifically he theorized that: 1) a person is either oriented to external actions, people or things or to the inner world of ideas; 2) a person perceives the world through the five senses or intuitively; 3) a person makes decisions either using a logical thought process or subjectively and based on feelings; and 4) people live their lives either orderly and planned or spontaneous and flexible.

Step 4: Hand the students pencils and paper and ask them to answer the following questions with the appropriate letter. At the end of each of the four test sections, ask students to tally their results and note the letter most frequently answered. For example, in the first section the students will mark either E or I.

If students have all ready taken the test- tell them not to worry. Often times people's personalities change and evolve.

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[1] The Meyers-Briggs activity is copyrighted by Gordon D. Lawrence, 1979. **People Types and Tiger Stripes. Center for Applications of Psychological Type, Inc. P. O. 13807, Gainesville, Fl. 32604. Permission is granted for educational use with nonprofit organizations.**

A) Which pattern describes you best, E or I?

E likes action and variety	I likes quiet and time to consider things
E likes to do mental work by talking	I likes to do mental work privately and alone before talking to people
E acts quickly, sometimes without much reflection	I may be slow to try something without understanding it first
E likes to see how other people do a job, and then see results	I likes to understand the idea of a job and to work alone or with just a few people
E wants to know what other people expect of him or her	I wants to set his or her own standards

Mark an E or I in the margin to show which fits you best.

B) Which pattern suits you better, S or N?

S pays most attention to different experiences and how they fit together	N pays most attention to the meanings of facts
S likes to use eyes and ears and other senses to find out what's happening	N likes to use imagination to come up with new ways to do things
S dislikes new problems unless there are standard ways to solve them	N likes solving new problems, and dislikes doing the same thing over

S enjoys using skills already learned more than learning new ones	N likes using new skills more than practicing old ones
S is patient with details but impatient when the details get complicated	N is impatient with details but doesn't mind complicated situations

Mark a S or N in the margin to show which pattern fits you best.

C) Which pattern describes you better, T or F?

T likes to decide things logically	F likes to decide things with personal feelings and human values, even if they aren't logical
T wants to be treated with justice and fair play	F likes praise, and likes to please people, even in unimportant things
T may neglect and hurt other people's feelings without knowing it	F is aware of other people's feelings
T gives more attention to ideas or things than to human relationships	F is more concerned with human relationships
T doesn't need harmony	F gets upset by arguments and conflicts, and values harmony.

Mark a T or F in the margin to show which pattern fits you best.

D) Which pattern describes you better, J or P?

J likes to have a plan, to have things settled and decided ahead	P likes to stay flexible and avoid fixed plans

J tries to make things come out the way they "ought to be"	P deals easily with unplanned and unexpected happenings
J likes to finish one project before starting a new one	P likes to start many projects but may have trouble finishing them all
J usually has mind made up	P usually is looking for new information
J may decide things too quickly	P may decide things too slowly
J wants to be right	P wants to miss nothing
J lives by standards and schedules that are not easily changed	P lives by making changes to deal with problems as they come along

Mark a J or P in the margin to show which fits you best.

Step 5: Ask the students to make a final tally. They should have four letters, one letter from each section.

Step 6: For this step the group is divided into 2 groups, with one Volunteer Leader in each group, 4 separate times. The four groups are: 1) All E's & I's; 2) All S's & N's; 3) All T's & F's; and 4) All J's & P's.

Specific discussion questions are given for each grouping for the purpose of generating dialogue related to leadership, community service, and self understanding. After each group has discussed their questions fully they will report their conclusions to the other group.

Helpful Hints !!!!!!

1) At the beginning of each new discussion group it is necessary for the Volunteer Leaders to read the words associated with each personality trait to assure that the students fully understand the different types.
2) One student in each group will need to take notes during the discussion and present the report to the other group. This person should be chosen at the beginning of each discussion.
3) It is important to complete this part of the activity quickly to finish the activity on time.

Group 1: Divide the class by all the E's (approx. 75% of population) and I's (approx. 25% of population).

Discussion Questions:

1) What is an example of an E or I trait? How does it make you a leader?

E stands for extrovert. I stands for introvert. E's interest turns mostly outward to the world of action, people and things. I's interest turns often to the inner world of ideas and private things. A person must do both but usually one is more comfortable doing one or the other.

Words associated with E's ("Extrovert"): sociable, interactive, external, many relationships, expenditure of energies.

Words Associated with I's ("Introvert"): concentration, internal, depth, intensive, limited relationships, conservation of energies.

- *Report:* E's report to I's and I's report to E's.

Group 2: Divide the class by S's (approx. 75%) and N's (25%).

Discussion Questions:

1) What is an example of a S or N trait? How does it make you a leader?

S stands for sensing and N stands for intuition. S pays most attention to the facts that come from personal experience. S can more clearly see the details, while N more clearly sees the big picture. N pays most attention to meanings behind the facts.

Words associated with S's ("Sensing"*):* realistic, actual, down-to-earth, fact oriented, practical, sensible, experience, past.

Words associated with N's ("Intuition"): future, speculative, inspiration, head-in-clouds, fantasy, hunches, fiction, ingenuity, imaginative.

- *Report:* S's report to N's and N's report to S's.

Group 3: Divide the class by T's (approx. 50%) and F's (50%).

Discussion Questions:
1) What is an example of a T or F trait? How does it make you a leader?

T stands for thinking judgment. F stands for feeling judgment. T makes decisions by examining data, staying impersonal and cool. F makes decisions by paying attention to personal values and feelings.

Words associated with T's ("Thinking"): objective, critical, analytical, strict principles, policy, laws, firmness, impersonal, justice, standards.

Words associated with F's ("Feeling"): subjective, personal, appreciative, sympathetic, social values, intimate, persuasive, humane, needs harmony, devotion.

- *Report:* T's report to F's and F's report to T's.

Group 4: Divide the class by J's (approx. 50%) and P's (50%).

Discussion Questions:
1) What is an example of a J or P trait? How does it make you a leader?

J stands for judgment and P stands for perception. J people show to others their thinking or feeling judgment more easily than they show their sensing and intuitive perception. The opposite is true for P people: they show their sensing or intuition rather than judgment in dealing with the world outside themselves.

Words associated with J's ("Judgment"): settled, decided, deadline!, fixed, plan ahead, run one's life, closure, decision-making, planned, completed, decisive, wrap it up, urgency, get the show on the road.

Words associated with P's ("Perceptive"): pending, gather more data, flexible, what deadline?, there's plenty of time, adapt as you go, let life happen, open options, treasure hunting, open ended, emergent, tentative, lets wait and see.

- *Report:* J's report to P's and P's report to J's.

Step 6: With the entire class discuss the following questions:

1. What's the point of understanding our character types?
2. Were you surprised by your personal traits?
3. Were you surprised by the student make up of the different groups?
4. Did you learn something about your leadership style? Your friends?

Conclusion

1.) Finally, taking into consideration the leadership characteristics we have discussed, ask the students to name a leader that they admire and explain why?

2.) Hand Out: Give the "Personality Summary Trait Sheets" to the students at the end of class.

3.) Discuss the Volunteer Opportunities for the weekend. Talk about the Volunteer Leader attending each site.

4.) Remind them about the upcoming service event location, date and time.

Brief Description of Sixteen Character Types

ENTJ

Extroverted, Intuitive, Thinking, Judging: Works well with people, particularly in structured situations. Logical and analytical expertise. Excellent organizational skills.

ESTJ

Extroverted, Sensible, Thinking, Judging: Organizes material and conducts research exceptionally well. Excellent task orientation. High sensory awareness including musical interests, working with hands, and memorization.

INTP

Introverted, Intuitive, Thinking, Perceptive: Introspective, reflective, and curious. Excellent problem solver. Innovative and independent. Good sense of the needs of others.

ISTP

Introverted, Sensible, Thinking, Perceptive: Values precision and organization. Characteristically one of the following: artistic, musical, good writer, intellectually oriented.

ESTP

Extroverted, Sensible, Thinking, Perceptive: Realistic and adaptable. Oriented toward practicality. Tolerant, good natured and easy going. Highly observant of details.

ESFP

Extroverted, Sensible, Feeling, Perceptive: Friendly and easy going. Practical, creative and adaptable in social situations. Observant of the needs of others, and has a realistic outlook toward life.

ISTJ

Introverted, Sensible, Thinking, Judging: Dependable and consistent. Excellent with organization of details. Straightforward and logical.

ISFJ

Introverted, Sensible, Feeling, Judging: High sensory awareness. Consistent, dependable and sincere. Well organized and very likely artistic.

ISFP

Introverted, Sensible, Feeling, Perceptive: Patient and gentle. Empathetic. Easy going and helpful to others. Often artistic.

INFP

Introverted, Intuitive, Feeling, Perceptive: Introspective, reflective, and sensitive of the needs of others. Independent nature. Flexible.

ESFJ

Extroverted, Sensible, Feeling, Judging: Conscientious and realistic. Works well with people. Good ability to assess social situations and respond appropriately.

ENFJ

Extroverted, Intuitive, Feeling, Judging: Imaginative and expressive. Works well with people. Good ability to assess social situations and respond appropriately.

INFJ

Introverted, Intuitive, Feeling, Judging: Introspective and concerned with the common good. Persevering. Innovative, diplomatic and discerning.

INTJ

Introverted, Intuitive, Thinking, Judging: Logical and decisive. Organized and intentional. Good problem solving abilities.

ENFP

Extroverted, Intuitive, Feeling, Perceptive: Warm and enthusiastic. Individualistic, innovative, and inspirational to others. Easy going and empathetic.

ENTP

Extroverted, Intuitive, Thinking, Perceptive: Inventive and analytical. Enthusiastic and independent. Works well with people. Flexible and sociable.

Homelessness

Objective

The aim of this workshop is to challenge students to understand the issues concerning homelessness, the people it effects, and the ways they can help individuals and families overcome the cycle of poverty that is increasing in American society.

Introduction

Homelessness is an issue workshop building off of the concepts of "community" and "community service" that we have established in previous workshops. The homeless workshop is designed to 1) discuss stereotypes related to homelessness; 2) present factual information of homelessness in Birmingham; and 3) encourage students to personally reflect on how they treat homeless people and what role they can play in eradicating the problem.

Activity: A Homeless Case Study

Step 1: Introduction and Transition

So far we have discussed first, the concepts surrounding "community" and "community service"; and second, the personal skills necessary to get involved and lead in the community. In the following workshops we are going to focus on a few specific social issues prevalent in our community. Learning about specific issues educates us about the problems in our community that need our assistance. Without understanding the cause of a social issue, permanent and effective solutions cannot be achieved!

The Georgia legislature recently passed a law making it illegal to be homeless. Persons found sleeping in public places are fined $1,000 or taken to prison. True or False?

This is a true example of misunderstanding the homeless issue. The object of this workshop is to help students see homeless people not as statistics or social outcasts but as fellow human beings struggling to survive in an often difficult environment.

Step 2: Confronting Stereotypes

Ask the students the following questions. These questions are intended to draw a comparison between the students lives and the life of a homeless person. Ask the students to raise their hands in response to the following questions. These common practices are luxuries to the homeless person.

1. How many people live in a house? In an apartment?
2. How many people shower once a day?
3. How many people have their own room?
4. How many people wear different clothes each day?
5. How many people eat three times a day?

Next, ask students to brainstorm the following questions (Write the student's answers on the chalkboard or on newsprint so that we can compare these answers later on in the activity.):

1. What adjectives would we use to describe homelessness?
2. How many have seen a homeless person? What was your first reaction?
3. How many have talked to a homeless person? If you have what was said?
4. What does the class think are the three primary causes of homelessness?

Step 3: Informational Question and Answer

Divide the class into groups of 3-4 students. Each group will have a few minutes to agree on answers to the following questions. At the end of the question and answer section, one representative from each group will report their team's answers. The Volunteer Leaders will then tell the groups the correct answers and tally up the total points. Each group will receive one point for each correct answer. When giving the answers, Volunteer Leaders should repeat the questions and discuss each of the answers. The group with the most correct answers receives a prize. (At the end, the entire class will receive the same prize i.e. candy.) The correct answers are highlighted below.

Volunteer Leader Note: The information in this section comes from a survey conducted by the Department of Sociology at UAB entitled Homelessness in Birmingham and Jefferson County: A Needs Assessment.

Questions and Answers

Surveyors went onto the streets of Birmingham on the night of March 31, 1995 and encountered 1,404 homeless people on the streets and in the shelters of Birmingham. These interviews and subsequent research produced the following information.

1) How many homeless people live in Birmingham?

A) 10,125
B) **32,428**
C) 23,950

Volunteer Leader Note: This figure includes all those people who have not resided permanently in one place for more than two weeks. In the UAB study, 1,404 homeless people were found in one night!

2) The average age of the homeless in Birmingham is:

A) **37**
B) 23
C) 45

3) What percentage of homeless people are veterans?

A) 5%
B) 65%
C) **33%**

4) Of the total homeless veterans, what percentage receive government support?

A) 95%
B) **13%**
C) 35%

Volunteer Leader Note: Without an address there is no place for them to receive mail. Others may not be aware they are entitled to certain benefits.

Reflection Question: Why don't they receive government benefits?

5) What percentage of homeless have previously held jobs?

A) **94%**
B) 50%
C) 30%

Volunteer Leader Note: 10% of the homeless people surveyed in Alabama held professional or managerial jobs. 32% worked as unskilled operators. For many people a minimum wage job does not provide a sufficient income to afford permanent housing.

6) The primary cause of homelessness is:

A) **Personal relationship crisis (1st)**
B) Substance Abuse (3rd)
C) Eviction, loss of lease, overcrowding (4th)
D) Financial Crisis: Loss of Job (2rd)

Reflection Question: How do these answers compare to the classes list?

Volunteer Leader Note: Personal relationship crisis can mean abusive family life, substance abuse by a family member, etc...

7) What is the primary source of income for the homeless person?

A) Government aid
B) **Employment**
C) Charity

Volunteer Leader Note: The average salary for a homeless person is $275.00 per month.

8) If the greatest inconvenience in everyday life for the homeless is finding a place to sleep (53%), what is their second greatest inconvenience?

A) **Trouble finding clothes (42%)**
B) Finding Food (38%)
C) Trouble with Bathing and Toilet Facilities (32%)

Volunteer Leader Note: Refer back to question 7. Homeless people are most likely buying food with the $275. 00 paycheck they receive each month. Therefore food is not the greatest inconvenience. Bathing and Toilet Facilities can be found at any shelter and public place.

9) If the 1,404 homeless people surveyed, what percentage had family members living in the Birmingham area? (Refer back to the idea that poverty breeds poverty. Many of these extended families are themselves only a paycheck or hospital bill away from being on the street.)

A) 10%
B) **88%**
C) 52%

Reflection Question: Have you ever heard of the phrase "Poverty breeds Poverty?" Does this statistic support it? Why?

Step 4: Tally Up the Points

Below is a sample format for how to compile the students answers on the chalk board. Circle the correct answers.

	Group 1	Group 2	Group 3	Group 4	Group 5
1)	a	a	b	b	c
2)	a	b	b	b	a
3)	b	b	b	c	a
4)	c	c	c	b	b
5)	b	c	b	a	b
6)	a	b	b	c	c
7)	a	a	b	c	a
8)	a	b	b	b	b
9)	b	c	c	c	a

Step 5: Group Reflection

As you give the answers, ask the reflection questions when pertinent (#'s 4,6,8).

- After tallying up the total points and discussing each question and its answers, ask the students what they can do as youth to serve the homeless?
- Refer back to question #7 and propose a clothes, food or toiletries drive as a way for the class to get involved in helping the homeless.

Conclusion

1) Read the Sjoblom story. Explain that this family's story shows that homelessness can happen to anyone.

Helpful Hints !!!!!!

1) Personalize homelessness. Tell a personal story of a volunteer experience, an encounter you had with a homeless person, or a story.

2) When giving the answers to the survey, Volunteer Leaders should repeat the questions and discuss each of the answers.

2) As we can see from this workshop, homelessness is a multi-faceted problem without one cause and certainly without one solution. One thing that we can all do is to recognize people as human beings and not as statistics. Remember people are people no matter their rank, race, creed, or serial number. Treat them that way!

3)Discuss the Volunteer Opportunities for the weekend. Talk about the Volunteer Leader attending each site.

4) Remind them about the upcoming service event location, date and time.

Understanding Poverty

Objective

The aim of this workshop is to challenge students to understand the origins of poverty and the people it effects. This activity shows the difficulty low income parents have in providing the basic necessities for their families. Students may not be able to increase a family's income by the end of this workshop, but the students will be more aware of an individual families needs.

Materials

Newsprint, expense report.

Introduction

Adequate food, clothing, and shelter are fundamental to a person's overall well-being. Unfortunately in today's society, many Americans are denied these basic needs.

According to the National Coalition for the Homeless, two trends account for the growing disparity between the haves and the have nots: an insufficient minimum wage and inadequate government benefits. The Federal minimum wage is $5.15 an hour. According to the National Coalition For the Homeless, at that rate, one would have to work 83 hours each week to afford a two bedroom apartment at 30% of his/her income, which is the federal definition of affordable housing. Government benefits provide relief but only in few circumstances are they capable of raising a family above the poverty line. In a 1995 survey of 29 U.S. cities, it was found that one out of every five homeless people are employed in full- or part-time jobs.

Activity: The Money Tree

Step 1: Introduction

Poverty can be found in every state and almost every community in the United States.

According to the 1996 Census Bureau, 14.5% or 38.1 million Americans lived below the poverty level of $16,276 for a family of four. Even more disturbing is that 40% of this 38.1 million are children. Although the economy has grown over the last decade economic disparity has grown as well. 49.1% of the national income goes to the top one-fifth of the population with only 3.6% of the national income going to the bottom one-fifth of the population.

Step 2: Ask the students to respond to the following questions. These questions are intended to create a point of comparison and contrast between what we think we know about poverty and actual reality.

1. How would you define poverty in one sentence?
2. Imagine you have a family of four. Could your family live comfortably off of $100,000 per year? $50,000 per year? $25,000 per year? $20,000 per year? $15,000 per year?
3. What is the poverty level income for a family of four in the United States?
4. How many people in the United States live in poverty?

Step 3: The Budget

Students should be divided in groups of four or more to represent a family. Each "family" should be given a copy of the template "Blank Budget" and asked to create a monthly budget using that template. Students should estimate an amount of money for each category and total those expenses. There is no set amount.

As the students estimate their budgets, the below sample budget can be put on the Board to guide them.

Sample Budget Of Family of Four

Housing Rent	$500
Utilities	$150
Food	$400
Clothing	$150
Transportation	$125
Insurance	$225
Entertainment	$200
Savings	$200
Misc.	$200
Total Monthly Budget	**$2,150**
Total Yearly Budget	**$25,800**

Step 4: After the students have completed their budget ask for a representative of each family to briefly discuss how they arrived at their family expenses. The Volunteer Leaders should put each group's total monthly and yearly needs on the board to compare the different group's budgets.

Step 5: After each family has had an opportunity to share their budget give each group $1,300. (This figure represents the monthly earnings for a family of four living approximately at the poverty line[1].) Instruct the students to deduct an automatic 40% for taxes, housing and utilities. (The number should be $780.) Next, ask them to do another monthly budget with the remaining $780, **this does not include** Housing and Utilities.

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[1] The figure slightly exceeds the poverty line so the family is not eligible for government support.

Step 6: Again, after students have completed their budget ask for a representative of each family to briefly discuss their family expenses and the difficulties they had, if any, in meeting their family's basic needs. As each family explains their budget write their answers on the board. If Volunteer Leaders have time, they can write each of the groups different budget categories on the board and compare them.

Step 7: Discussion questions. These questions serve as a guideline, but Volunteer Leaders should try to use the student's budgets as springboards to the discussion.

1. What was the most important category? Why?
2. What was the least important? Why?
3. What factors influenced your budget decisions?
4. What causes families to live under these conditions?
5. Can the students survive?
6. Ask the students what items for them personally were the most difficult to cut. Clothes? Entertainment?

Conclusion

1)To conclude, ask students to volunteer their last opinion/s on what they learned in doing the Budget Activity about poverty and the monthly costs of raising a family.

Helpful Hints !!!!!!

1) Step One questions are great to get the students involved quickly. Let them voice their opinions.
2) Give the students freedom when creating their first budget. Let them use their imagination! Maybe for the day they can live like Michael Jordan or Bill Gates.

2) Discuss the Volunteer Opportunities for the weekend. Talk about the Volunteer Leader attending each site.

3) Remind them about the upcoming service event location, date and time.

FIRST LOOK Family Budget

Housing Rent Utilities Food Clothing Transportation Insurance Entertainment Savings Miscellaneous	
Total Monthly Budget	
Total Yearly Budget	

Community Service: How Should It Be Incorporated Into High Schools?

Objective

To have students, as citizen leaders, brainstorm and debate the importance of Community Service in their school and to evaluate how or if it should be incorporated into their school.

Materials

Newsprint.

Introduction

Celebrities, athletes, and politicians are involved in service and flaunt their participation throughout our community. In fact, there is a national political movement (The 1997 Volunteer Summit in Philadelphia) which is asking the citizens of our nation to take responsibility for many of the social problems that the government has been unable to manage.

How does this philosophical change and new volunteer movement affect high school students? Do high school students volunteer enough? And should high schools be more involved in promoting and teaching citizenship and volunteerism?

The low percentage of high school volunteers in the US raises some important issues concerning what we teach in school and what importance society puts on community service. In high school today, students are required to take certain courses that they don't care to take or learn skills they may never use, but there are no courses that teach the importance of community involvement and service.

On account of this enigma, local school committees and governments are currently involved in a hot debate: How should Community Service and Citizenship be incorporated into education?

Volunteer Leader Note: If class time is a concern, general arguments can be prepared and presented on newsprint before the activity begins.

Activity: Town Meeting!

Step 1: Today we are participating in a town meeting to discuss the importance of Community Service in School and how it should be incorporated into their School as: a required class, an elective, a club or not at all. You are the people. You make the call!

Step 2: Split the class into 3 equal groups. Each group will represent a separate town meeting made up of separate citizens. Introduce the statistics and ideas mentioned in the Introduction.

Step 3: Role Playing. In each group,

- One student should be elected to represent "The Reporter" of the group. The reporter will be responsible for taking notes during the group town meeting, asking questions, and then "reporting" the opinions of his/her citizens to the other groups;
- Also, one student will represent "The Mayor" of the town. The Mayor should be responsible for beginning the Town Meeting;
- The remaining students will choose a role of a citizen in their community and will be responsible for voicing the opinion of that character during the town meeting. Students can choose from the following roles: a teacher, a student, superintendent of schools, a parent, a senior citizen, a policeman, Director of a local non-profit organization, businessman etc..

Step 4: Let the Mayor begin the Town Meeting! Ask students in each group to discuss the importance of Community Service and how it should be handled in their High School as: a required class, an elective, a club or not at all. The students should voice different points of views and opinions while remaining in character.

Note: It is important that the Reporter during the town meeting: 1) ask questions to each character to provoke discussion; and 2) write down and make a list of all of their arguments. Possible For and Against arguments are detailed below:

Arguments For Community Service In School

- it's a good cause
- it's a part of being a citizen
- we teach health and gym but not community service?
- schools should teach that there is more to life than just books, students should learn to be good citizens
- it broadens students horizons

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- older generations were not pushed to get involved and therefore do not get involved enough as adults
- younger generations should be encouraged at a younger age so that when they are adults service is a lifestyle
- high schools students need to be encouraged to have an eye opening experience as in sports, books, classes, etc.

Arguments Against Community Service In School

- mandatory volunteerism, is not voluntary!
- violates constitution: 13th amendment of involuntary servitude and 14th amendment of Right to privacy
- students don't have time for more activities after class, sports, jobs, etc.
- it is not the job of the school to teach ethics
- students will feel more stress from another requirement- school is hard enough!
- how do you implement the program and fund it (staff, work sites, organization)
- how and who chooses the work sites

Step 5: After the students, in each Town Meeting, have fully voiced their opinions and the Reporter has noted the important opinions, each Reporter will report his/her information back to the class.

Step 6: If time permits, ask the entire class if they have questions or comments about the discussions or the different characters. Below are some questions to ask the class:

- What are some of the suggested ways of incorporating Community Service into your School that your Town Meeting came up with
- Are students for or against making Service a requirement in School? Why?
- Do high school student do service if they are not asked or initially encouraged?
- If service takes on a larger role in your school, who will be responsible for managing the programs and participants?

Conclusion

Students and Volunteer Leaders make a final vote for or against community service in their School. Using a circle format, each student will have a chance to individually and publicly say their vote and express any concluding opinions. Votes should be tallied by the Volunteer Leader on newsprint for the class to see.

Community Goal Setting and Visioning

Objective

The objective of this workshop is to 1) summarize and conclude the *FIRST LOOK* program and 2) get the students to use what they have learned to set goals about the future of their community. By allowing the students to give their opinions about how they envision their community's future, the students will finish *FIRST LOOK* with tangible goals to strive for and ideas of what they need to do as responsible community leaders to make their community stronger.

Materials

Index cards and newsprint or chalk board.

Activity: A Vision of Our Community - Our Future!

Step 1: *Introduction.* Throughout *FIRST LOOK* we have discussed the concepts, skills, and issues of community and community service. Throughout *FIRST LOOK* we have discussed our different perceptions of community, and community service, the importance of leadership skills, and finally specific issues that our community is facing. As we conclude *FIRST LOOK* we want to give you, the students, the opportunity to define how you envision the future of your community and what you as individuals can do to attain that future. Today we are going to participate in a group visioning process!

Step 2: Split up into small groups of 3-5 persons.

Step 3: Next, the Volunteer Leaders should read the following statement. Ask the students to sit quietly and listen carefully.

TODAY WE ARE GOING TO THINK ABOUT OUR FUTURE. CLOSE YOUR EYES FOR A MOMENT, IF YOU FEEL COMFORTABLE DOING SO, AND IMAGINE YOURSELF AS YOU ARE TODAY IN THE YEAR 2020.

IMAGINE YOU ARE LIVING IN A PLACE WHERE YOUR MOST CHERISHED DREAMS, IDEAS AND EXPECTATIONS HAVE BEEN REALIZED.

IMAGINE TRAVELING AROUND THROUGH YOUR COMMUNITY... WHAT DO YOU SEE? HOW ARE YOU GETTING AROUND?... THINK ABOUT YOUR FREE TIME, YOUR TIME FOR PLAY... WHERE DO YOU GO TO HAVE FUN, SHOP, RELAX, AND MEET YOUR FRIENDS?...IMAGINE YOURSELF AT WORK... WHAT JOB DO YOU HAVE?

IT'S THE YEAR 2020 AND YOU ARE AT HOME... WHAT DO YOU DO TO RELAX?... HOW DOES YOUR NEIGHBORHOOD LOOK? GO DOWN THE STREET? WHO DO YOU MEET?

IF YOU HAVE CHILDREN WHERE DO THEY PLAY? WHERE DO THEY GO TO SCHOOL? HOW DO THEY GET THERE?

NOW YOU CAN OPEN YOUR EYES... WHAT YOU HAVE JUST VISUALIZED ARE IMAGES OF THE FUTURE OF OUR COMMUNITY THAT WE CAN ACHIEVE. LETS THINK ABOUT WHAT WE CAN DO TODAY TO TRANSFORM YOUR VISION INTO REALITY.

TO FACILITATE THAT I AM GOING TO READ YOU A QUESTION. AS YOU LISTEN THINK BIG, THINK OUTRAGEOUS, THINK OF OUR COMMUNITY AS A WHOLE AND THINK ABOUT THE THINGS THAT AFFECT THE QUALITY OF YOUR LIFE AND THAT ARE IMPORTANT TO YOU.

Question
WHAT DO WE WANT OUR COMMUNITY TO BE LIKE IN 20 YEARS?

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Step 4: Repeat the nominal question. Give the students 3-5 minutes to individually write down as many ideas as they can.

Step 5: Next, give group an additional 3-5 minutes to come up with 5 of their most important ideas.

As the students generate their ideas, Volunteer Leaders should prepare the Index Cards for Ranking. (Note: if you do not have index cards use small pieces of paper the size of 3x5 index cards instead.) Make packets of 5 cards each. You will need one packet for each student in the class.

Step 6: Recording Ideas. Ask each group to read off their ideas. Write each of their ideas on the board, numbering each different idea. If an idea is repeated you do not need to put it on the board. Do not comment on the ideas that are presented to you.

Step 7: Clarification of Ideas. Read aloud each idea presented and make sure that the class understands the meaning of each idea. Do not merge ideas that are similar.

Step 8: Ranking the Community Goals. Pass out the packet of Index Cards to the students. One packet of five cards to each student. Ask the students to write down the five ideas that they most like. Write the number of each idea in the upper left hand corner of the card and the idea in the center of the card.

Once the students have identified the 5 most important ideas, ask them to rank their five final ideas from 1-5. **1 is the one you "Least Liked" and 5 is the one you "Most Liked".** They should put their ranking numbers in the bottom right hand corner of the card.

At the end of this process, each card should look like this:

23

More Green spaces and parks.

5

Helpful Hint!!!!

Draw the above card on the chalk board before or during class to explain what you want.

Step 9: Recording the votes. On the chalk board, make out a Ranking Sheet. This sheet should have the numbers listed for each of the ideas. Next, collect the cards and shuffle them. Ask a volunteer to read aloud each idea, its number, and the ranking it received. As the volunteer reads aloud the ideas and rankings, Volunteer leaders should record the vote on the Board. Each vote (1-5) should be placed accordingly next to the appropriate idea number.

Here are sample ranking sheets.

Ranking	
1.	9.
2.	10.
3.	11.
4.	12.
5.	13.
6.	14.
7.	15.
8.	16.

Ranking	
1. 2,3,1.	9.
2. 5,5,5.	10. 2,2
3.	11. 2,5
4. 1,3,1.	12.
5.	13.
6. 2,3,1.	14.
7. 2,2	15. 5,5,1.
8. 2,1,1.	16.

Step 10: Tally the votes for each item. Announce the final tally and mark on the Board the classes top five ideas. The item with the most points is the "Most Liked" idea.

Conclusion

In conclusion, ask the students to write what they as individuals will do to achieve the type of community they envisioned. After the students have written down their ideas, they should pass their ideas forward to the Volunteer Leaders.

Note to Volunteer Leader: To maintain anonymity, students are not required to write their names on the pieces of paper.

Volunteer Leaders can conclude by either reading out the individual goals themselves or by having a student volunteer read out the goals.

Be sure to thank the students for their participation and encourage them to remember that what they do today will make a difference in the future.

Organizing a School Service Project

Objective

The objective of this workshop is to give students the skills they need to coordinate a service project for their school or community. This workshop will empower students to become community leaders by involving them in the development of community solutions.

Materials

Paper, pens, Service Project Outline, and Sample Project Outline.

Introduction / Summary

Throughout *FIRST LOOK* we have discussed our different perceptions of community and community service, the importance of leadership skills, and finally specific issues that face our community. We want to give students a perspective of what it means to be a non-profit organization and the type of work that is required to create and plan successful community programs. To do so we are going to discuss the nature of community organizations and participate in an exercise in which students will be responsible for outlining a service project for their school or community.

Each class will develop several community project ideas in small groups and vote on one class project. *FIRST LOOK* will publish the projects in its newsletter and on its webpage as ideas for other students and schools to do in their community. *FIRST LOOK* will use these project outlines as guidelines for creating future *FIRST LOOK* service events. Volunteer Leaders should encourage students to implement their chosen service project.

Activity: Community Needs. Community Solutions.

Step 1: What is a Non-Profit or Community Organization?

Ask students to brainstorm different types of organizations that they would consider either non-profits or community organizations. Examples include *FIRST LOOK*, the United Way, Habitat for Humanity, and churches. Then ask the class if they know what it means to be a non-profit or a 501(c)(3) organization?

Often times there is a misconception that non-profits can't be profitable--this not true. Any money raised or earned by a non-profit organization must go back into the organization, whereas in a for profit company, if money is earned then the company can pay these earnings to its investors. In a non-profit organization when someone makes a contribution or an "investment" into the organization, he/she can not receive any dividends. The IRS however compensates non-profit investors by allowing them to deduct their charitable contributions from their taxes.

An organization is considered a non-profit only after it has proven to the IRS that it has a charitable or social mission. While there are many types of tax-exempt charitable organizations, the most common is the 501(c)(3) organization. An organization with 501(c)(3) status is a typical charitable organization dedicated to public good. Contributions are tax deductible, and the organizations themselves pay no taxes. Furthermore, 501(c)(3) organizations are prohibited from any type of involvement in political campaigns.

Step 2: Outlining a Business Plan

Whether operating a non profit organization or a private company new projects are developed by first creating a business plan or project proposal. To write a basic business plan or project proposal you need to: Identify the need for the project; Identify the geographic area and the people served; Develop a mission statement and project objectives; Outline action steps required to complete the project; Identify material resources and potential sources of those resources; Project outcomes; and Establish a budget.

While this is explained give a Service Project Outline to each student.

Step 3: Creating a Student Service Project

To better understand the process involved in developing a service project, the class is going develop a service project following the guidelines of the Service Project Outline.

Step 4: Identify the Need

The first step to creating any successful service program is to identify community issues with unmet needs.

With the whole class brainstorm problems or issues facing the student's school or community. Record these ideas on the chalkboard or newsprint for the class to see.

Once the class has generated 5-10 ideas divide the class into groups of 3-5 students.

Step 5: Choose a Community Issue and Outline Your Program

Ask each group to select a community issue and give them 10-15 minutes completing the Service Project Outline. Volunteer Leaders should distribute a sample Project Outline to each group and help groups generate project ideas. Volunteer Leaders should not design their projects.

Step 6: Present Service Project Outlines

After the students have completed their Project Outlines, each group will present their project. Encourage the entire group to come to the front of the class to present their project. Give each member an opportunity to discuss an aspect of the project. Groups should spend no more 2-3 minutes explaining their project.

After each presentation give the class the opportunity to ask questions and suggest improvements. Allow 2-3 minutes to discuss each project.

Conclusion

1) Have students stand and form a circle. Going around the circle ask each student to give his/her vote for their favorite project and explain why it is their favorite. Tally the results on the newsprint. Volunteer Leaders should not participate in the voting.

3)Discuss the Volunteer Opportunities for the weekend. Talk about the Volunteer Leader attending each site.

4) Remind them about the upcoming service event location, date and time.

Service Project Outline Form

Statement of Community Need:

____

____

Geographic Area and People Served:

____

Mission Statement:

____

____

____

Objectives:

Objective 1:______________________________

Objective 2:______________________________

Objective 3:______________________________

Objective 4:______________________________

Service Project Action Steps (If needed, include Additional Actions Steps on Back) **:**

Step 1:______________________________

Step 2:______________________________

Step 3:______________________________

Step 4:______________________________

Step 5:______________________________

Required Resources: (# of Participants, Materials Required, Transportation, Refreshments, etc.)

Potential Sources for Obtaining Resources:

Anticipated Outcomes:

Outcome 1: ____________________

Outcome 2: ____________________

Outcome 3: ____________________

Estimated Project Cost:

____

APPENDIX A

Safe and Smart

Making the After-School Hours Work for Kids

Safe and Smart

Making After-School Hours Work for Kids

U.S. Department of Education

U.S. Department of Justice

Janet Reno
Attorney General

Richard W. Riley
U.S. Secretary of Education

June 1998

The full text of this public domain publication is available through the U.S. Department of Education Web site at **http://www.ed.gov** and in alternate formats upon request.

It is also available through the U.S. Department of Justice Web site at **http://www.ncjrs.org/ojjhome.htm**.

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FIRS: 1-800-877-8339, 8 a.m. - 8 p.m., ET, M-F

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UNITED STATES DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202-

May 1998

Dear Colleague:

American families understand the need for quality after-school opportunities. There are over 28 million children whose parents work outside the home. Many of these parents work because of economic necessity. However, too many of their children do not have access to affordable, supervised, and constructive activities during the hours after school. Indeed, experts estimate that there are at least five million "latchkey" children who come home each day to empty houses.

These children are at a higher risk for drug, alcohol, and tobacco use, delinquent behavior, violent victimization, and injury than their peers who are supervised after school. Statistics show that most juvenile crime is committed between the hours of 2:00 p.m. and 8:00 p.m., with the largest number of offenses committed in the hours immediately following students' release from school.

We can no longer ignore the obvious. Our police chiefs have not. They believe that an investment in after-school programming is the best deterrent against juvenile crime and victimization. Children need safe and engaging opportunities between the last school bell and the end of the work day.

This report, *Safe and Smart: Making After-School Hours Work for Kids*, provides evidence of the impact that safe, enriching, and high-quality after-school opportunities can have on our children and youth. As parents today know, quality after-school programming means much more than babysitting. Children can acquire new skills and broaden their education. They can take part in computer classes and art and music courses; receive homework assistance, mentoring, and tutoring; and perform community service.

Millions of Americans, struggling to be both good parents and good workers, would like to rely on after-school programs during the work week. As part of his balanced budget request, the President called for significant new investments in child care—to build a good supply of after-school programs, help working families pay for child care, improve the safety and quality of care, and promote early learning—because the need is enormous.

We hope this report provides the motivation for others—parent leaders, communities, employers, local governments, schools, and faith communities—to develop or expand their own after-school programs because after-school opportunities make good sense.

Sincerely,

Janet Reno
Janet Reno
Attorney General

Dick Riley
Richard W. Riley
Secretary of Education

Our mission is to ensure equal access to education and to promote educational excellence throughout the Nation.

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Introduction

Today, millions of children return to an empty home after school. When the school bell rings, the anxiety for parents often just begins. They worry about whether their children are safe, whether they are susceptible to drugs and crime. In response to this pressing concern, many communities have created after-school programs to keep children and youth out of trouble and engaged in activities that help them learn.

However, a chronic shortage of quality after-school programs exists. According to parents, the need far exceeds the current supply. One recent study found that twice as many elementary and middle school parents wanted after-school programs than were currently available.

After-school programs provide a wide array of benefits to children, their families, schools, and the whole community. This report, jointly authored by the U.S. Departments of Education and Justice, focuses exclusively on the benefits children receive in terms of increased safety, reduced risk-taking, and improved learning.

First and foremost, after-school programs keep children of all ages safe and out of trouble. The after-school hours are the time when juvenile crime hits its peak, but through attentive adult supervision, quality after-school programs can protect our children. As this report shows, in communities with comprehensive programs, children are less likely to commit crimes or to be victimized.

After-school programs also can help to improve the academic performance of participating children. For many children, their reading and math scores have improved, in large part because after-school programs allow them to focus attention on areas in which they are having difficulties. Many programs connect learning to more relaxed and enriching activities, thereby improving academic performance as well.

The purpose of this report is to present positive research and examples illustrating the potential of quality after-school activities to keep children safe, out of trouble, and learning. Specifically, it presents evidence of success—both empirical and anecdotal—for after-school activities; it identifies key components of high-quality programs and effective program practices; and it showcases exemplary after-school and extended learning models from across the country with promising results in our nation's efforts to keep children in school and on track.

Helping Children to Succeed

Children, families, and communities benefit in measurable ways from high-quality after-school and extended learning programs. As an alternative to children spending large numbers of hours alone or with peers in inadequately supervised activities, well-planned and well-staffed programs provide safe havens where children can learn, take part in supervised recreation, and build strong, positive relationships with responsible, caring adults and peers.

Communities fare better when their young people are occupied in meaningful, supervised activities after school. After-school programs have helped reduce the juvenile crime rate. Adolescents are less likely to engage in risky behaviors, such as tobacco use, when they have after-school programs to go to. Children watch less television (which has been associated with aggressive behavior and other negative consequences). Finally, injuries and victimization decline in communities previously plagued by crime.

After-school programs also contribute to raising children's self-confidence as well as academic performance. Both teachers and parents report that children who participate in after-school programs develop better social skills and learn to handle conflicts in more socially acceptable ways. Children indicate that they have higher aspirations for their future, including greater intentions to complete high school and attend college. In programs that focus on helping children prepare for college, they have gone on to do so in impressive numbers.

Families able to enroll their children in good programs indicate that their children are safer and more successful in school. These families also develop a greater interest in their child's learning. In addition, children develop new interests and skills and improve their school attendance. Both children and school systems benefit from after-school programs, which lessen the need to retain children in grade due to poor academic progress and to place children in special education.

In many cases, communities have come together to improve the availability of after-school programs. Partnerships among schools, local governments, law enforcement, youth- and community-based organizations, social and health services, and businesses have resulted in a number of high quality after-school programs. These partnerships foster a greater volunteer spirit and provide opportunities for parents to increase their parenting skills and participate in program activities.

Creating High-Quality After-School Programs

From school to school, neighborhood to neighborhood, and community to community, every after-school program is different. Successful programs respond to community needs: their creation is the result of a community effort to evaluate the needs of its school-age children when school is not in session.

Even so, certain characteristics are indicative of successful programs. First and foremost, good after-school programs set goals and have strong leadership and effective managers who carry them forward. Quality programs hire skilled and qualified staff, provide them with ongoing professional development, and keep adult-to-child ratios low and group sizes manageable.

While many programs offer homework support and tutoring, successful programs ensure that academic-linked activities are fun and engaging. Parents often want computer, art, and music classes as well as opportunities for their children to do community service.

Good after-school programs reach out to the families of children in the program, keeping them informed of their children's activities and providing opportunities to volunteer. Building partnerships with the community only serves to strengthen the partnerships with families and the program as a whole. Communities that are involved in after-school programs provide volunteers, establish supporting networks of community-based and youth-serving organizations, offer expertise in management and youth development, and secure needed resources and funding for programs.

These partnerships share a common goal—helping children grow up safe and smart. Linking the after-school program with children's learning experiences in the classroom improves children's academic achievement. Toward this end, there are a number of strategies that can be incorporated into an after-school program. Coordinating what's learned during the regular school day with after-school activities and establishing linkages between school-day teachers and after-school personnel can go a long way towards helping students learn.

From the very start, effective programs use well-planned, continuous evaluations to judge the efficacy of their efforts based on established, accepted goals for the program. Evaluations typically gather information from students, parents, teachers, school administrators, staff, and volunteers that can be used for a variety of purposes, such as measuring students' academic progress, making improvements in program services, and identifying the need for additional resources.

For many children in neighborhoods across America, after-school programs provide a structured, safe, supervised place to be after school for learning, fun, and friendship with adults and peers alike. This report will share some of those places with you.

Chapter 1:
The Potential of After-School Programs

> *We must make sure that every child has a safe and enriching place to go after school so that children can say no to drugs and alcohol and crime, and yes to reading, soccer, computers and a brighter future for themselves.*
>
> *—President Clinton*

Working families increasingly find it difficult to care for their children during the afternoon and early evening hours. Although over 28 million children have parents who work outside the home, many of these children do not have access to affordable, quality care during the hours before and after school.[1] To meet this demand, communities are creating quality after-school programs.

As this chapter shows, school-age children and teens who are unsupervised during the hours after school are far more likely to use alcohol, drugs, and tobacco, engage in criminal and other high-risk behaviors, receive poor grades, and drop out of school than those children who have the opportunity to benefit from constructive activities supervised by responsible adults. In a 1994 Harris poll, over one-half of teachers singled out "children who are left on their own after school" as the primary explanation for students' difficulties in class.[2]

However, there is a chronic shortage of after-school programs available to serve children. Demand for school-based after-school programs outstrips supply at a rate of about 2 to 1. Seventy-four percent of elementary and middle school parents said they would be willing to pay for such a program, yet only about 31 percent of primary school parents and 39 percent of middle school parents reported that their children actually attended an after-school program at school.[3]

The lack of affordable, accessible after-school opportunities for school-age children means that an estimated five to seven million "latchkey children" go home alone after school. About 35 percent of twelve-year-olds are left by themselves regularly while their parents are at work.[4] Millions of parents—and their children—are being shortchanged.

Quality after-school programming can fill many needs of families, children, and communities. Such programs can meet family needs for adult supervision of children during after-school hours, and they can provide children with healthy alternatives to and insulation from risk-taking and delinquent behavior. According to the YMCA of the USA, nearly 100 percent of Americans agree that it is important for children to have an after-school program that helps them develop academic and social skills in a safe and caring environment.[5]

Wellesley College's National Institute on Out-of- School Time has identified four desired outcomes for after-school programs and the children who participate in them:
- **Relationships with caring, competent, and consistent adults;**
- **Access to enriching learning activities;**
- **Access to safe and healthy environments; and**
- **Partnerships with families, schools, and communities.**

Quality after-school programs can provide positive environments and enriching age-appropriate activities. School-age children attending these programs can build on what they have learned during the regular school day, explore further areas of skills and interest, and develop relationships with caring adults, all of which are factors related to their success as adults.[6] Quality after-school programs develop children's abilities so that they may grow into healthy, responsible adults.

While past research has focused on how children spend their time after school and what level of supervision is provided, current research has begun to examine the various types of after-school activities and their effects on the cognitive and emotional development of children. Researchers have identified three major functions of after-school programs: providing supervision, offering enriching experiences and positive social interaction, and improving academic achievement.[7] Different programs may focus more strongly on a particular area. More and more, practitioners and parents are turning to after-school programs as an opportunity to prevent risky behaviors in children and youth and to improve student learning. In other words, practitioners and parents want after-school programs that are safe and smart.

The after-school activities included in this report were selected because they showed evidence of success—whether empirical or anecdotal—and were identified by local, regional, and national experts as particularly innovative or promising. To date, evaluation of after-school activities has been limited. Often, the information available about a program is based on the opinions of experts instead of formal evaluations.[8] This chapter showcases promising independent and self-reported evaluation data on after-school activities. It also indicates the critical need to fund and conduct more extensive, rigorous evaluations of after-school activities and their impact on the safety, social development, and academic achievement of children.[9]

Keeping Children on the Right Track

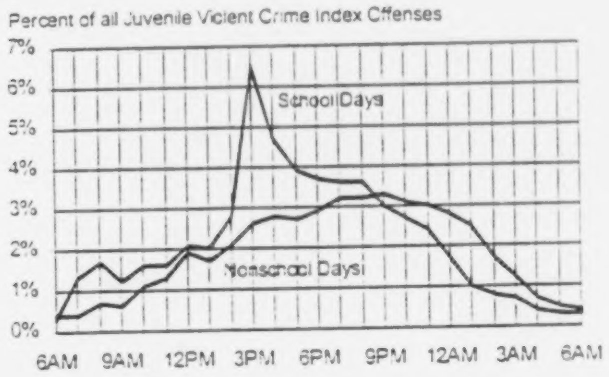
This period of time between the school bell and the factory whistle is a most vulnerable time for children. These are the hours when children are more likely to engage in at-risk behavior and are more vulnerable to the dangers that still exist in too many neighborhoods and communities.

—Vice President Gore

About 29 percent of all juvenile offenses occur on school days between the hours of 2:00 p.m.—when young people begin to get out of school—and 8:00 p.m. Indeed, the hour immediately following the typical time of release from school—from 3:00 p.m. to 4:00 p.m.—yielded more than twice as much violent crime as the preceding hour, from 2:00 p.m. to 3:00 p.m. (Compare 6.5 percent from 3:00 p.m. to 4:00 p.m. versus 2.8 percent from 2:00 p.m. to 3:00 p.m.).[10]

- A recent study of gang crimes by juveniles in Orange County, California, shows that these crimes typically occur on school days, with their incidence peaking at 3:00 p.m. Data from the study shows that 60 percent of all juvenile gang crime occurs on school days and that, like other juvenile crime, it peaks immediately after school dismissal.[11]

Violent Crime Index Offending Peaks After School for Juveniles



Data Source: Analyses of the FBI's *1991, 1992 and 1993 National Incident Based Reporting System master file* [machine-readable data file] containing data from 8 States (AL, CO, IA, ID, IL, ND, SC, and UT).
Source: Sickmund, M., Snyder, H., and Poe-Yamagata, E. (1997). *Juvenile offenders and victims: 1997 update on violence.*

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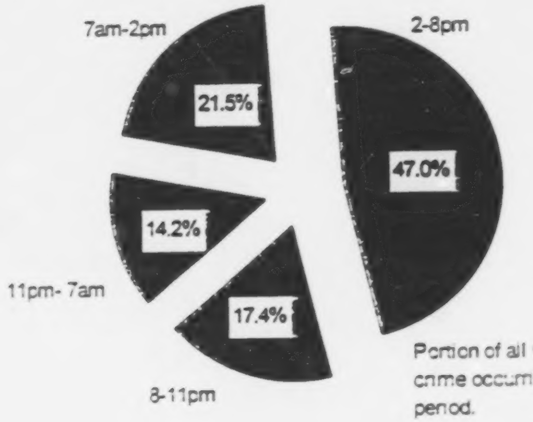
Children are also at a much greater risk of being the victim of a violent crime (e.g., murder, violent sex offense, robbery, and assault) during the hours after school. For young people, ages 6 to 17, this risk peaks at 3:00 p.m., the end of the school day. For children, ages 6 to 11, the risk declines after 3:00 p.m., but for older children and teens, ages 12 to 17, the risk remains relatively constant from 4:00 p.m. to midnight.[12]

Quality after-school programs can meet family needs by providing responsible adult supervision of children during non-school hours. By offering young people rewarding, challenging, and age-appropriate activities in a safe, structured, and positive environment, after-school programs help to reduce and prevent juvenile delinquency and to insulate children from injury and violent victimization. After-school programs give children and teenagers positive things to say "yes" to.

2–8pm Peak Hours of Violent Juvenile Crime



Portion of all violent juvenile crime occurring in each time period.

Data Source: Analyses of the FBI's 1991, 1992 and 1993 National Incident Based Reporting System master file [machine-readable data file] containing data from 8 States (AL, CO, IA, ID, IL, ND, SC, and UT). Source: Sickmund, M., Snyder, H., and Poe-Yamagata, E. (1997). Juvenile offenders and victims: 1997 update on violence.

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Preventing crime, juvenile delinquency, and violent victimization. The following studies show that quality after-school programming can have a positive impact on children and youth at risk for delinquent behaviors.

Decrease in juvenile crime

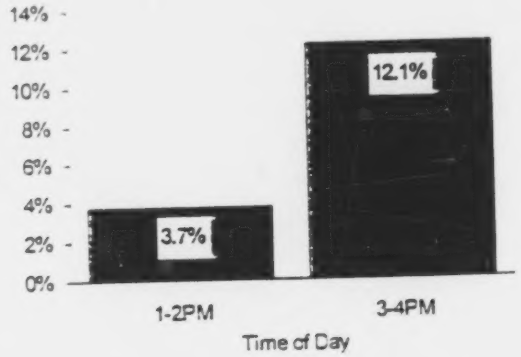
- In Waco, Texas, students participating in the Lighted Schools program have demonstrated improvements in school attendance as well as decreased juvenile delinquent behavior over the course of the school year. Juvenile crime has dropped citywide by approximately 10 percent since the inception of the program.[13]

- New York City housing projects with Boys and Girls Clubs on site experienced a juvenile arrest rate that was 13 percent lower than that of similar housing projects without a Club, according to a recent study by Columbia University. In addition, drug activity was 22 percent lower in projects with a Club.[14]

- After the Beacon Program in New York City increased youth access to vocational arenas, therapeutic counseling, and academic enrichment after school, police reported fewer juvenile felonies in the community.[15]

- Canadian researchers found that at the end of a year-long after-school skills development program in a public housing project, the number of juvenile arrests declined 75 percent while they rose by 67 percent in a comparable housing development without a program over the same period of time.[16]

Violent Juvenile Crime Triples When School Gets Out



Data Source: Analyses of the FBI's *1991, 1992 and 1993 National Incident Based Reporting System master file* (machine-readable data file) containing data from 8 States (AL, CO, IA, ID, IL, ND, SC, and UT).
Source: Sickmund, M., Snyder, H., and Poe-Yamagata, E. (1997). *Juvenile offenders and victims: 1997 update on violence.*

Decrease in violent victimization

- The Baltimore Police Department saw a 44 percent drop in the risk of children becoming victims of crime after opening an after-school program in a high-crime area. A study of the Goodnow Police Athletic League (PAL) center in Northeast Baltimore, the first center to open in May 1995, also indicated that juvenile arrests dropped nearly 10 percent, the number of armed robberies dropped from 14 to 7, assaults with handguns were eliminated, and common assaults decreased from 32 to 20.[17]

- While children in the LA's BEST program and those not in the program both reported feeling unsafe in their neighborhoods, children in the program felt significantly safer during the hours after school than non-participants.[18]

> *Instead of locking youth up, we need to unlock their potential. We need to bring them back to their community and provide the guidance and support they need.*
>
> *—Mayor Daley,*
> *City of Chicago*

Decrease in vandalism at schools

- One-third of the school principals from 64 after-school programs studied by the University of Wisconsin reported that school vandalism decreased as a result of the programs.[19]

- Schools running an LA's BEST program showed a 40-60 percent reduction in reports of school-based crime.[20]

Preventing negative influences that lead to risky behaviors, such as drug, alcohol, and tobacco use. After-school programs can provide young people with positive and healthy alternatives to drug, alcohol, and tobacco use, criminal activity, and other high-risk behaviors during the peak crime hours after school.

- One study found that eighth-graders who were unsupervised for eleven or more hours per week were twice as likely to abuse drugs or alcohol as those under adult supervision.[21]

- Another study concluded that latchkey children are at a substantially higher risk for truancy, poor grades, and risk-taking behavior, including substance abuse.[22]

- Almost one-fifth of children who smoke said they smoke during the hours after school.[23]

- Parents overwhelmingly agreed that The 3:00 Project, which provides after-school programs for middle school students in Georgia, reduced their children's exposure to high-risk situations.[24]

- A 1995 report by the U.S. Department of Health and Human Services found that students who spent no time in extracurricular activities were 49 percent more likely to have used drugs and 37 percent more likely to become teen parents than those students who spend one to four hours per week in extracurricular activities.[25]

- A 1995 study gauged the "healthiness" of communities by the prevalence of problem behaviors among youth, grades

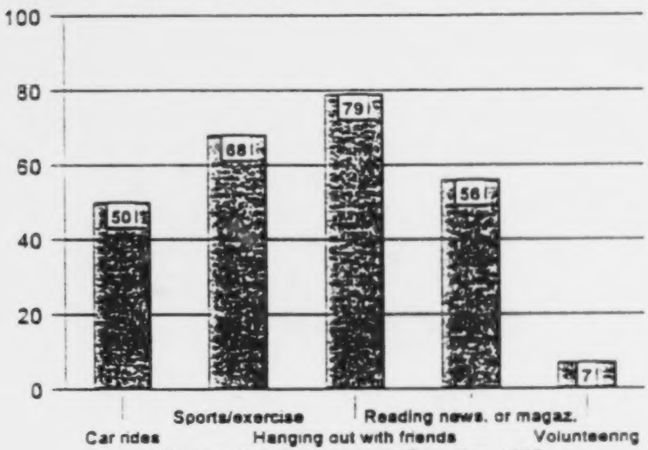
9-12, such as drug and alcohol use, sexual activity, depression, and school problems. The communities with structured activities in which most youth participated (e.g. extracurricular sports, clubs, community organizations) were five times more likely to be ranked among the healthiest communities. In healthy communities, over one-half of all youth participated in such activities whereas only 39 percent of youth participated in structured activities in the least healthy communities.[26]

- In a 1995 study of eighth- and ninth-grade students, the activities associated with the least desirable outcomes for drug use and attitudes were car rides, "hanging out" with friends, and parties while other after-school activities such as volunteer work, sports, and spending more time on homework were associated with healthier student outcomes.[27]

Decrease in aggressive behavior associated with watching television. The most frequent activity for children during non-school hours is television watching, which has been associated with increased aggressive behavior and other negative consequences.[28] For about one-half of the hours children spend watching television, they are watching by themselves or with other children. And roughly 90 percent of the time is spent watching programs that are not specifically designed for them.[29]

- By age 18, the average child has seen 200,000 acts of violence, including 40,000 murders, on television.[30]
- Three-quarters of a million children—ages 12 to 17—watched the Jerry Springer show after school, according to Nielsen ratings, which means that many latchkey kids were watching the talk show.[31]

Weekly after-school activities of 8th- and 9th-graders



Source: U.S. Department of Education, 1995.

Enhancing Children's Academic Achievement

After-school programs not only keep children safe and out of trouble, but they also provide a prime opportunity to increase learning. Young people attending formal after-school programs spend more time in academic activities and in enrichment lessons than do their peers left unsupervised after school.[32]

Better grades and higher academic achievement. Students in after-school programs show better achievement in math, reading, and other subjects.[33] Preliminary research indicates an increase in student achievement when compared to past performance and to control groups made up of similar students not involved in the programs.

- P.S. 5, a New York community school with an active extended learning program supported by the Children's Aid Society, showed impressive gains in math and reading over the past three years, far surpassing the performance of similar city schools. At I.S. 218, another Children's Aid Society community school, twice as many students as at similar schools are performing at grade level in math and reading.[34]
- Of the 40 schools involved in the Chicago Lighthouse Program, a citywide after-school program run by the Chicago Public Schools, 30 schools showed achievement gains in average reading scores and 39 schools showed gains in average mathematics scores.[35]
- Students at the Beech Street School in Manchester, New Hampshire, home of the Y.O.U. after-school program, improved in reading and math on the state test. In reading, the percentage of students scoring at or above the basic level in reading increased from only 4 percent in 1994 to almost one-third of students in 1997 and in math, the percentage of students scoring at the basic level increased from 29 percent to almost 60 percent. Teachers in Manchester, New Hampshire, reported that over half of students participating in the Y.O.U. after-school program earned better grades than before.[36]

I used to hate math. It was stupid. But when we started using geometry and trigonometry to measure the trees and collect our data. I got pretty excited. Now I'm trying harder in school.
—Teen, Y.O.U. Program
Manchester, New Hampshire

- Students who participated in Louisiana's Church-Based After-School Tutorial Network, a program that operates in sites throughout the state and targets at-risk children in grades K-8, increased their grade point average in math and language arts by 1.5 to 3 points, depending on the number of years they attended.[37]

- According to a UCLA evaluation, students in LA's BEST citywide after-school program made academic gains far beyond those of students in the comparison group.[38]

- In the Lighted Schools program in Waco, Texas, two sites experienced a 38 percent decrease during the 1996-1997 school year in the number of program participants failing two or more classes.[39]

- Over one-half of the students in The 3:00 Project, a statewide network of after-school programs in Georgia, improved their grades in at least one subject.[40]

- In Memphis, Tennessee, students who participated on a regular basis in an after-school program with group tutoring and a language arts curriculum showed higher achievement than their peers according to state assessment.[41]

- In a study of an after-school program with a predominantly Hispanic, low-income student population, findings showed that high involvement in after-school activities (at least three activities per week) had the greatest impact on academic performance.[42]

- In a 1995 study, high school students who participated in extracurricular activities were shown to be three times more likely to score in the top 25 percent on math and reading assessments than their peers who did not. In North Carolina, high school student athletes had higher grade point averages than non-athletes.[43]

Increased interest and ability in reading. After-school programs that include tutoring in reading and writing as well as reading for pleasure can increase reading achievement for students. Research indicates that reading aloud to children is the single most important activity for their future success in reading. Opportunities for students to practice reading and writing to achieve fluency increases their level of reading achievement.

Literacy development through practice and experience
After school, students experience what has been referred to as an "informal curriculum," which greatly impacts children's literacy development. When the informal curriculum exposes children to an environment rich in language and print, students show increased ability in reading and in math. Students need the opportunity to practice and develop their literacy skills through intelligent discussions with adults, storytelling, reading and listening, games, and other activities and interactions that extend learning beyond the regular school day.[44]

Quality, research-based tutoring programs, which fit well into after-school programs, produce improvements in reading achievement.[45] Tutoring can also lead to greater self-confidence in reading, increased motivation to read, and improved behavior.[46]

- In a major research study on preventing reading difficulties, the National Academy of Sciences found significant increases in reading achievement for students participating in programs that provided extra time in reading instruction by tutoring children individually.[47]

- In a study of after-school programs receiving cooperative extension assistance, one-third of teachers said participating children earned better grades and developed a greater interest in recreational reading.[48]

- Teachers in Manchester, New Hampshire, reported that 63 percent of students participating in the Y.O.U. after-school program developed an interest in recreational reading.[49]

- Elementary students in the Los Angeles 4-H after-school program made significant progress in language arts.[50]

- An after-school tutoring program in which low-achieving second- and third-graders were tutored one hour, twice each week, by university students, retirees, and mothers generated strong improvements in reading skills.[51]

Decrease in amount of television watching
Studies show that children who watch excessive amounts of television perform poorly on literacy-related activities when compared to their peers.[52] Children typically learn far less from television than they do from a comparable amount of time spent reading.[53]

Unfortunately, the most common activity for children after school is television watching. After school and in the evenings, children watch, on average, about 23 hours of television each week, and teens watch about 22 hours per week.[54]

- In a 1995 survey of eighth- and ninth-graders, 34 percent reported spending less than an hour a day on homework while 78 percent reported spending an hour or more on television, videos, or computer games.[55]

- Fifty-three percent of children in the Los Angeles 4-H after-school program said they would watch more television if they were not at 4-H.[56]

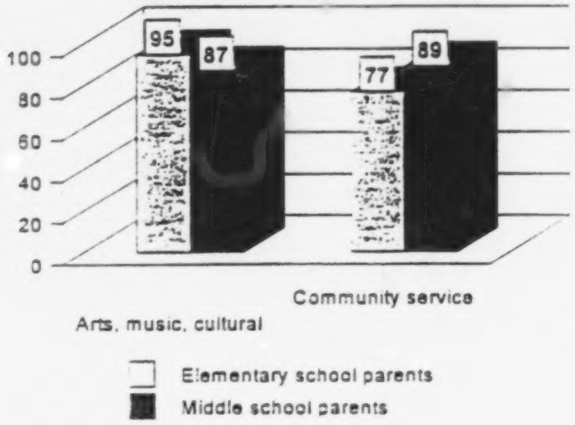
On being a latchkey kid:

Sometimes there are so many things you can't do. I can't have company or leave the house. If I talk on the phone, I can't let anyone know I'm here alone. But I really think they've figured it out, you know. Duh.
—Amy, 14

Development of new skills and interests. After-school programs often offer activities in which children would not otherwise be involved during the school day or at home. They give children the opportunity both to develop new skills and to pursue existing interests in greater depth.

- When asked to name a new talent or skill developed in their after-school program in Manchester, New Hampshire, 44 percent of students named an educational area. Teachers reported that three-fourths of participating children developed an interest they would not otherwise have in new topics and activities.[57]

Percent of parents who say their child would benefit from certain types of activities in after-school programs by school level



Source: National Opinion Research Corporation, 1997

Improved school attendance and reduced drop-out rate. After-school programs can help children develop greater confidence in their academic abilities and a greater interest in school, both of which have been shown to lead to improved school attendance.[58]

- At four sites of the Lighted Schools program in Waco, Texas, 57 percent of participating students improved their school attendance.[59]
- Seventy percent of parents and teachers agreed that attendance had improved because of middle school students' participation in The 3:00 Project in Georgia.[60]
- The Coca-Cola Valued Youth Program, a cross-age tutoring program which trains older students to tutor younger students, has effectively reduced dropout rates. The dropout rate for students who participate in this program is 1 percent, while a comparison group's rate was 12 percent (The national average is 14 percent.).[61]

A parent was telling the teacher that their child was begging to go to school even though she had a fever because she was so excited about what she was doing in the after-school program.

—Sister Judy Donovan, Valley Interfaith ISD, Brownsville, TX, an organizer with the Industrial Areas Foundation

Turning in more and better quality homework. Most after-school programs offer some type of homework assistance, whether it is a scheduled daily homework time, one-on-one tutoring, or a homework club or center. Staffed by teachers, paraprofessionals, older students, and volunteers, participating children can draw on a variety of resources to tackle difficult homework. Also, the structure of an after-school program can make homework part of students' daily routine, which helps to explain why children in after-school programs display better work habits than their peers.[62]

- Over 70 percent of students, parents, and teachers agreed that children received helpful tutoring through The 3:00 Project, a statewide network of after-school programs in Georgia. Over 60 percent of students, parents, and teachers agreed that children completed more and better prepared homework because of their participation.[63]

- In the Los Angeles 4-H after-school program, over 85 percent of students reported that they received help with homework, and 90 percent said they finished their homework while attending the program each day. Over one-half of teachers rated the students' homework completion as improved or much improved.[64]

- One-third of teachers in the U.S. Department of Agriculture's Cooperative Extension Service Youth-at-Risk Initiative study said that children were completing more and better quality homework assignments due to their participation in the program.[65]

> *I just used to hang out after school before coming to The 3:00 Project. Now I have something to do and my school work has improved!*
>
> *—7th-grade student*

More time on task. Some students take three to six times longer than others to learn the same thing.[66] After-school programs offer more time for learning in new, fun ways for all students, especially those who may need extra help or individualized assistance.

- Studies suggest that increased student achievement can result from additional instructional time when the time is well structured and activities are tailored to individual needs and abilities.[67]

Reduced retention in grade and placement in special education. Some school districts, such as Chicago and Washington, D.C., are making concerted efforts to provide students at risk of non-promotion with after-school and summer extended learning opportunities. These programs give children the extra help they need to improve achievement in reading and math so that they not be kept behind.

A recent report by the National Academy of Sciences concludes that many reading disabilities are preventable. Children without literature-rich environments and strong reading instruction are much more likely to show delayed or impeded development of their reading ability. One major recommendation in the report is to increase the opportunities for children to engage in independent reading, an activity well-suited to after-school programs.[68]

- In 1996, over one-half of the students who attended Chicago's summer program raised their test scores enough to proceed to high school.[69]
- Sixteen percent of children participating in programs supported by United States Department of Agriculture's cooperative extension service assistance avoided being retained in grade.[70]
- According to teachers in Manchester, New Hampshire, several students avoided being retained in grade or placed in special education due to their participation in the Y.O.U. after-school program.[71]

Higher aspirations for the future, including intention to complete high school and to go to college. Caring adults can make a big impression on the way a child thinks about his or her future. By giving children role models and the tools they need to succeed in school, after-school programs can help children realize their full potential. Research shows that appropriate after-school programs for middle school children contribute to increasing rates of high school graduation.[72] Students who spent as little as one to four hours a week in extracurricular activities were almost 60 percent less likely to have dropped out of school by the time they were seniors than their peers who did not participate.[73]

- Ninety percent of students in ASPIRA, a nationwide after-school education and leadership program for Hispanic youth, have continued their education beyond high school, whether in college or in technical training. This percentage far exceeds the national average for 45 percent of Hispanic students pursuing postsecondary education.[74]
- The San Antonio Pre-Freshman Engineering Program (San Antonio PREP) is a summer and after-school program that targets low-income, minority students, helping them develop reasoning and problem solving skills through mentoring in the fields of math and science. Of the students who participated, 99.9 percent graduated from high school, and 92 percent were either college students or graduates. Eighty percent of college attendees graduated, and 53 percent of college graduates were science or engineering majors.[75]

Supporting Children's Social Development and Their Relationships with Adults and Peers

After-school programs provide opportunities for children to work and play together in a more informal setting than during the regular school day. The increased interaction with peers contributes to the development of social skills. In addition, after-school programs can help to improve children's self-discipline by setting a routine for time spent outside of school and by giving children the opportunity to make choices among various activities. Children also benefit from increased interaction with caring adults, who serve as role models and mentors.

Improved behavior in school. Research shows that children who participate in after-school programs may behave better in class, handle conflict more effectively, and cooperate more with authority figures and with their peers.

Fewer behavioral problems. Children who experience positive emotional climates in their after-school programs exhibit fewer behavioral problems at school.[76]

- In one study, over one-third of principals reported that children were showing fewer behavior problems because of their participation in after-school programs.[77]

- In the Manchester, New Hampshire, after-school program, teachers reported that almost one-half of participating students demonstrated fewer behavioral problems.[78]

Handling conflicts better. Children in after-school programs can learn to handle conflicts by talking or negotiating rather than hitting and fighting.[79]

- In Georgia, a majority of parents and children agree that middle school youth learned to handle conflicts better and were getting along better with people since they began attending an after-school program.[80]

- In the New Hampshire program, teachers reported that almost 40 percent of participating students learned to handle conflicts better.[81]

More cooperative with adults and with peers. Children from low-income urban families who attended formal after-school programs or who went home to a parent were less likely to be identified as anti-social or headstrong than unsupervised or informally supervised children.[82]

- In one program in Los Angeles, over 60 percent of teachers and 85 percent of parents rated children who participated as making some or much improvement in being cooperative with peers.[83]

- Nearly one-half of school principals and one-third of teachers reported in another study that after-school programs caused some children to become more cooperative with adults.[84]

Better social skills. The after-school environment allows children to interact socially in a more relaxed atmosphere than during the regular school day. Children can develop important interpersonal skills during the out-of-school hours as they work on learning activities or join in recreation together. Research indicates that children with the opportunity to make social connections during after-school hours are more well adjusted and happier than those who do not.[85]

- In an evaluation of eight sites in the Save the Children Out-of-School Time Rural Initiative, 86 percent of participating youth, ages 12-18, showed improvement in attitude and behavior and 72 percent showed improvement in social skills.[86]
- Eighty-three percent of school-age child care staff in 71 programs said that some children who had been socially rejected by peers learned healthy ways to make new friends because of their participation in an after-school program.[87]
- In a survey of after-school programs in Georgia, approximately 60 percent of students and teachers and over 80 percent of parents agreed that the after-school program enhanced students' interpersonal skills.[88]

Improved self-confidence through development of caring relationships with adults and peers. Youth organizations have indicated that the single most important factor in the success of their programs is the relationship between participants and the adults who work with them. Research identifies a common characteristic of "resilient" children as having stable relationships with one or more caring adults.[89] Children, especially adolescents, say that they want and seek caring adults they can trust, who listen to and respect them.[90] Research shows that children need four to five hours of discussion with knowledgeable adults or peers to support personal growth and development, a finding which the Boys and Girls Clubs of America have incorporated into the operation of their Educational Enhancement Sites in housing developments.[91]

> *We need someone to listen to us—really take it in. I don't have anybody to talk to, so when I have a problem inside, I just have to deal with it myself. I wish there would be more adults that ask questions because that shows that they care and want to know more.*
>
> *—Cindy, 16*

- One hundred percent of youth participating in the Y.O.U. after-school program in Manchester, New Hampshire, said that the program helps them feel proud of themselves. Youth in the program cited staff as a popular source of advice when they have a problem, second only to a family member.[92]

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Strengthening Schools, Families, and Communities

Many existing after-school programs arose out of a need and a commitment by schools, families, employers, and community members to provide safe, enriching activities to children when they are not in school. In addressing this need, new family-school-community partnerships have formed in local communities across the country, benefitting everyone involved—especially the children.

More effective use of funding. After-school programs can help school districts save money over the long term because of decreased student retention and special education placements. Where there is a decrease in juvenile crime due to a program, communities also save resources.

- Manchester, New Hampshire, saved an estimated $72,692 over a period of three years because students participating in the Y.O.U. after-school program avoided being retained in grade and being placed in special education.[93]
- *ChildCare ActioNews* recently reported that preventing one youth from becoming a lifelong criminal saves $1.3-1.5 million dollars. According to the newsletter: "The savings could easily pay for a quality after-school program for 125 children during four years of high school!"[94]

Greater family and community involvement in children's learning and schools. Many after-school programs depend on and draw upon parent and community volunteers. Research shows that when families are involved in schools, students do better. We can also expect that when family and community members make an investment, however large or small, in a school-based after-school program, they will tend to be more interested and involved in their own children's learning, in the learning of all children in the program, and in the life of the school as a whole.

Increase in capacity to serve children

- Meeting the great demand by families for quality, affordable after-school programs is one of the major goals of the MOST Initiative. Through community collaboration, the Boston MOST Initiative succeeded in subsidizing 754 additional spaces for children in after-school programs and 300 new spaces in before-school programs. Chicago MOST helped the Chicago Park District to add 10 additional spaces for children to each of 40 promising programs, for a total of 400 new slots. And Seattle MOST created 250 new spaces in both after-school and summer programs.[95]

Increase in business support and involvement

- Murfreesboro, Tennessee, schools stay open from 6 a.m. to 7 p.m. for an extended learning program. The City Schools reported increased support from business and industry due, in part, to a schedule for children that better matches the employee work day.

- Through the leadership of the non-profit organization T.H.I.N.K. Together, Southern California Edison and other corporations have teamed up with two Episcopal churches and a Catholic church in downtown Santa Ana, California, to provide tutoring, homework help, and mentoring to over 400 children and teens at the Noah Project Learning Center. Each of the five T.H.I.N.K. Together Learning Centers utilizes a team of 75-100 volunteer tutors, many of whom are employees of the sponsoring corporations. At the Highland Street Learning Center, almost 50 volunteers signed up before the volunteer drive had even begun.[96]

- In Los Angeles, the 4-H ASAP (After-School Activity Program) serves over 1,200 youth in 24 sites with the help of a extensive network of community partners. Since 1993, Unocal, a natural gas company, has paid for 11 percent of the annual operating budget of 4-H ASAP in Los Angeles County.[97] In addition, fourteen area colleges and universities along with businesses, parents, community volunteers, and federal, state, and local agencies support 4-H ASAP by providing transportation for field trips and special events; career exploration opportunities; expertise in management, educational technology, marketing, and public relations; and by donating computers and software, supplies for arts and crafts and learning projects, and nutritious snacks.[98]

Increase in parental involvement

- At the Challenger Boys and Girls Club in South Central Los Angeles, parents agree to volunteer eight hours a month in the after-school program when they enroll their child. Parent volunteers coordinate transportation, assist in administration, chaperone field trips, and help with homework.[99]

- The Y.O.U. program in Manchester, New Hampshire, helps parents gain confidence in their own abilities through volunteering and other means. Ninety-five percent of parents reported that they have learned how to be a better parent by observing staff interact in positive ways with the children.[100]

- The Chicago Lighthouse After-School Program offers programs in some schools to teach parents how to help their children with homework. These efforts have sparked renewed community involvement in the schools and are part of a renewed effort to create community schools.[101]

- I.S. 218 in New York City offers English as a second language classes nightly to over 350 adults and a Saturday program that draws in 150 adults and 100 children for family activities, such as aerobics, computer lab, and additional English as a second language classes.[102]

Growth in children's personal sense of community

- Teenagers say they feel pride and a sense of accomplishment when they help others, whether they care for the elderly or tutor a younger child.[103] A majority of youth in Georgia's 3:00 Project reported that they enjoyed doing volunteer work, that they planned to volunteer in the future, and that they felt they were making a contribution to the community.[104] Service learning can be an important part of after-school programs, strengthening the connection between children and the community.

Development of community schools. Often, after-school programs involve parents, volunteers, and others in the schools. As they become involved, the schools become a center for the community. There are many models for community schools and many groups involved in their nurturing. These include the Charles Stewart Mott Foundation, the National Center for Community Education, the National Community Education Association, the Children's Aid Society, the National Center for Schools and Communities at Fordham University, the Center for Community Partnerships of the University of Pennsylvania, Beacon Schools and its expansion through the DeWitt Wallace-Reader's Digest Fund, United Way's Bridges to Success, Schools of the 21st Century, Missouri's Caring Communities, Communities in Schools, and the Institute for Educational Leadership's Community Schools Coalition. In addition, many states and local school systems have adopted the community schools model.

Replication
The Charles Stewart Mott Foundation, associated with Community Schools for more than 60 years, brings extended learning, recreation, and social activities into school buildings under the auspices of local education systems. It is estimated that 10,000 schools in the country have at one time or another adopted some aspects of this model.[105]

Parent and community involvement
The West Des Moines Community School District includes parents and community members, teachers, business people, and representatives from city government on site improvement teams that set the direction for each of the District's 15 schools. In addition, a community education advisory council conducts a needs assessment every few years to determine whether facilities and programs offered to all members of the community are still current. Due to the schools' outreach and offerings, 95 percent of parents and community volunteers flow in and out of the schools daily.[106]

Improved student performance
The Children's Aid Society has adopted a "settlement house" approach to schools in New York City, integrating school restructuring with "one-stop" social services, cultural opportunities, and recreational activities. The schools focus intensively on improving educational outcomes for children and youth by offering extended learning programs that complement the regular school day. Evaluation evidence indicates that children in these schools out perform similar students not enrolled in this type of community school model.[107]

Chapter 2

What Works: Components of Exemplary After-School Programs

Risk can be transformed into opportunity for our youth by turning their non-school hours into the time of their lives.

—A Matter of Time
Carnegie Corporation
December, 1992

Quality after-school programs can provide safe, engaging environments that motivate and inspire learning outside of the regular school day. While there is no one single formula for success in after-school programs, both practitioners and researchers have found that effective programs combine academic, enrichment, cultural, and recreational activities to guide learning and engage children and youth in wholesome activities. They also find that the best programs develop activities to meet the particular needs of the communities they serve.

The types of activities found in a quality after-school program include tutoring and supplementing instruction in basic skills, such as reading, math, and science; drug and violence prevention curricula and counseling; youth leadership activities (e.g., Boy Scouts, Girl Scouts, academic clubs); volunteer and community service opportunities; college awareness and preparation; homework assistance centers; courses and enrichment in the arts and culture; computer instruction; language instruction, including English as a second language; employment preparation or training; mentoring; activities linked to law enforcement; and supervised recreation and athletic programs and events.

However, many programs allow children to spend far too much time in passive activities such as television or video viewing. One reason for poor-quality after-school activities may be inadequate facilities. Most after-school programs do not have the use of a library, computers, museum, art room, music room, or game room on a weekly basis. Too many programs do not have access to a playground or park.[108]

Looking across the constellation of after-school programs—those in schools, those run in the facilities of community-based organizations, or those found in houses of faith—researchers have identified some common characteristics necessary to developing high-quality programs that meet the needs of a diverse population of school-age children.[109]

Common elements include:

- Goal setting and strong management
- Quality after-school staffing
- Low staff/student ratios
- Attention to safety, health, and nutrition issues
- Effective partnerships with community-based organizations, juvenile justice agencies, law enforcement, and youth groups
- Strong involvement of families
- Coordinating learning with the regular school day
- Linkages between school-day teachers and after-school personnel
- Evaluation of program progress and effectiveness

These characteristics of high-quality after-school programs help ensure children's continued growth, development, and learning throughout the pre-adolescent and adolescent school years.[110]

Goal Setting and Strong Management

Community coordination and collaboration are key to running successful after-school programs. Programs need to set and communicate goals from the beginning, develop a solid organizational structure, and manage effectively.

Focus on the goals of the program. After-school programs should be clear about their intended goals. Some after-school programs are designed primarily as safe havens, some focus on recreation, and others have a strong academic focus. Leaders, staff, parents, and community members should establish these goals through collaborative decision-making. Once the goals have been established, the program should be managed with an eye to meeting those goals. By creating an evaluation plan that focuses on the goals, an after-school program can set a course for continuous improvement in which the goals may shift or be refined over time.

Communicating the goals of the program is a primary function of the leaders and staff. The program's goals influence and guide the allocation of funding, the structure and activities of the program, the overall size and staffing, and many other factors. In addition, a clear set of goals lets families and community members know what the program offers to children and how they can help.

Solid organizational structure. Organization and management structures vary across after-school programs. The shape of these structures depends on whether the programs are developed by schools or districts, by community-based organizations or other social service providers, or in partnership with several agencies or organizations. Regardless of the sponsoring group or groups, a successful governance structure combines hands-on, site-based management with regular oversight and accountability to all partners. In programs focused on academic enhancement, school personnel and after-school program administrators need a system in place that allows for effective communication, flexibility, and accountability for actions and results.

Strong Resource Management Matters

Ankeny, Iowa, serves 5,000 students, grades K-12, and a community of 25,000 through programs for all ages in nine public schools and a community center. One school offers after-school activities, adult education classes, substance abuse counseling, family services, recreation, meeting space for community groups, and a juvenile justice program. Funding for programs comes from a variety of sources, including user fees and registration fees, the parent-teacher association, federal and state grants, local voluntary contributions, city and school funds, and rental fees for private use of facilities.

Effective management. Successful programs use annual operating budgets, accurate bookkeeping systems, affordable fee structures, and multiple funding sources, including in-kind support. Program administrators search for funding continuously and creatively, looking to both new sources (e.g., community foundations and groups, such as the United Way, local education funds, and employers) and traditional sources (e.g., federal formula and discretionary programs, state programs, foundations, community agencies, and organizations). In addition, a number of mayors and governors are proposing new funding for after-school programs. At the national level, President Clinton and Vice President Gore have proposed an investment of $200 million to Congress to expand after-school programs through the 21st Century Community Learning Centers.

Meeting legal requirements. Successful programs develop procedures and policies that protect children and staff by meeting licensing requirements, addressing liability issues, carrying adequate liability insurance, maintaining appropriate records, regularly reviewing health and safety practices, and complying with the Americans with Disabilities Act requirements. Inclusion of children with disabilities is part of a good after-school program.

Serving Kids with Disabilities in After-School Activities

Kids of All Learning Abilities (KOALA), a program of the Greater Boston Association for Retarded Citizens, is funded by the Boston School Age Child Care Project and the Massachusetts Department of Mental Retardation. The program facilitates the inclusion of children with disabilities into after-school and recreational programs. KOALA helps place children in programs, and provides support to parents and children during the transition into a new program. KOALA has expanded the number of Boston programs that can serve children with disabilities and, as a result, more children have been placed and served.

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Quality After-School Staffing

Staffing arrangements vary according to a program's size, management structure, and goals. But all programs need staff who are qualified and committed, have appropriate experience and realistic expectations, and can interact productively with regular school staff, whether or not the program is school-based. Staff usually include a program administrator, teachers, paraprofessionals, and college students along with parent and community volunteers.

Role of the program administrator. The program director plays an important part in ensuring that the after-school program provides high-quality services that meet the needs of program staff, students and families. Effective administrators also develop strong relationships with the schools that the participating children attend and with important community partners.

Hiring and retaining qualified staff. Children in school-age programs indicate that warm, caring, and stable adult relationships are important to their success in an after-school program. This is especially critical for children and youth who may not have the support and guidance they need at home. Having a staff with higher levels of education is related to fewer negative interactions between staff and children and greater parental satisfaction. As such, programs should hire skilled and qualified staff who are experienced in working with school-age children on learning, enrichment, and recreational activities.[111] Programs should also be willing to provide attractive compensation and work scheduling packages to retain quality staff. For example, teachers who are part of an after-school program may participate on the basis of a staggered school day that begins at 11 a.m. and ends at 6 p.m.

Looking at the School Day in a New Way

Five days a week, year round, Murfreesboro, Tennessee's nine elementary schools are open from 6 a.m. to 7 p.m. At Cason Lane Academy (K-8), each day is divided into three distinct parts: traditional academics such as reading (no pull-outs allowed), until 11 a.m.; contemporary education, with small group work, individualized instruction, and music and art classes for every student, 11 a.m. to 3 p.m.; and "increased opportunities," in which parents may choose academics taught by regular Cason Lane teachers, art, recreation, or life skills classes for their children from 3 p.m. to 5 p.m.

Each day 500 to 600 of Cason Lane's 950 students stay for the afternoon session; during the year, 90 percent of the children participate at some time. Cason Lane uses flex-time scheduling to make certified teachers available to teach academics after regular school hours. Mid-day assistants, usually college students, relieve teachers and supervise lunch. Ancillary staff, coaches, and music teachers work from 11 a.m. to 5 p.m.

Professional development for staff. In order to sustain a quality program, staff should be provided with ongoing training and learning opportunities to prevent high rates of turnover. Staff training often includes how to work with children, how to negotiate, and how to adapt to the needs of children of different ages, races, or cultures and children with disabilities. Training can also give staff ideas for enrichment and hands-on activities; greater expertise in academic subject matter; knowledge in assessing student progress; and strategies for implementing the different program components of academics, enrichment, and recreation. Training is critical to retention of quality staff and volunteers.

Use of volunteers. Most after-school programs welcome volunteers. Volunteers can include parents, grandparents, caring senior citizens, Federal Work-Study college students, or AmeriCorps personnel. Their use can dramatically reduce the price of a program while reducing the staff-to-child ratio. Program directors should incorporate volunteers into the program appropriate to their skill levels and interests. As with the regular after-school staff, volunteers should be oriented to working with children and youth before entering the program and given the opportunity to participate in on-going staff development.

Low staff-to-student ratio. For true student enrichment, the staff-to-student ratio should be low, especially when tutoring or mentoring activities are taking place. Staff/child ratios vary according to the ages and abilities of children. Usually, the ratio is between 1:10 and 1:15 for groups of children age six and older. Larger staff/child ratios (greater than 1:13) are associated with more time waiting in line and with staff exhibiting poorer behavior management skills.[112]

Providing Low Adult-Child Ratios

The Tulsa (Oklahoma) Children's Coalition has been providing quality after-school programs to students grades K–5 for six years and is currently operating in nine school-based sites serving 400 students. Providing services from the end of the school day until 6 p.m., the Tulsa Children's Coalition maintains a ratio of one adult for every 12 children.

Smaller group sizes. Group size also matters when undertaking learning and enrichment activities, depending on the type and complexity of the activity. Group size should not exceed 30 in any case. By limiting group sizes, children have more positive interactions with staff and other children. Programs in which children are in groups that exceed 30 tend towards serving a baby-sitting function rather than a learning, enriching one. Ratios and group sizes should be kept small when students are learning a new or difficult skill. This is also true for activities involving equipment that could be dangerous if children are not supervised properly.[113]

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Attention to Safety, Health, and Nutrition Issues

Creating safe places. Programs should be safe, close to home, and accessible to all children and youth who want to participate. They should have adequate space for a variety of indoor and outdoor activities. Safe transit can be provided through such methods as transportation, staff escorts, and crossing guards.

Safe Places Cut Crime

Three years ago, Baltimore's Police Athletic League (PAL) opened up after-school activity centers in the city's fledgling recreation centers from 2 p.m. to 10 p.m. Today there are over 27 centers that serve as safe places for neighborhood kids. Crime involving youngsters has dropped markedly in neighborhoods where the centers are located. The PAL center becomes an anchor in the community, making the entire community safer.

Meeting nutritional needs. Good after-school programs provide a nutritious snack, and other meals when appropriate, for relaxation and socializing and to promote sound nutrition for participants. Federal food and nutrition programs offered by the U.S. Department of Agriculture are available to school- and community-based programs to help meet the nutritional needs of students.

U.S. Department of Agriculture Food and Nutrition Programs

The Food and Nutrition Service (FNS) in the U.S. Department of Agriculture sponsors a number of food programs aimed at improving the nutritional status of America's children and youth. Services that can be used in before- and after-school and extended learning programs include the National School Lunch Program, the School Breakfast Program, the Summer Food Service Program, the Child and Adult Care Food Program, and the Special Milk Program. For more information, call 703-305-2286 or find program fact sheets on their Web site at www.usda.gov/fcs.

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Effective Partnerships with Community-Based Organizations, Juvenile Justice Agencies, Law Enforcement, and Youth Groups

Implementing a quality after-school program through activities such as tutoring in reading and other subjects, arts and music classes and cultural enrichment, conflict resolution, intensive mentoring to prepare for college or careers, homework help, computer classes, organized sports activities, and drug-prevention requires collaboration among diverse partners: not only parents and educators, but also community residents, law enforcement agencies, service providers, community-based and civic organizations (e.g., the United Way, YWCAs or YMCAs, Girl Scouts, Boy Scouts, Junior Achievement, Boys and Girls Clubs), colleges, employers, arts and cultural institutions, museums, park and recreation services, and public officials.

Effective programs aim to draw on all of the community's diverse resources, including the participation of children and youth in program planning, in order to best address the concerns of an entire community.

Steps to building an after-school partnership. Collaboration often requires changes in traditional roles, responsibilities, expectations, relationships, and schedules. These changes can frustrate even the best of efforts if the people who implement the new program do not share common goals, a vision for what the after-school program can accomplish, and an understanding of the populations the program will target and the strategies to be used. Schools, parents, after-school staff, and community leaders can take several steps to ensure the success of an after-school program[114]:

- **Build consensus and partnerships** among key stakeholders to convey the importance of the after-school or summer program and involve them in its planning and implementation.
- **Assess school/community needs and resources** to operate before- and after-school programs.
- **Design a program** that provides learning opportunities for both children and families within the school and the community at large.
- **Address logistical issues**, including the use and maintenance of facilities, legal and liability concerns, and institutional policies.
- **Obtain qualified staff** and clearly define their roles and responsibilities.

Community Assessment Leads to After-School Program

Results from a 1990 survey by the American Association of University Women led to the development of the Before and After School Explorers (B.A.S.E.) Program in Lansdale, Pennsylvania. Since 1991, the school-based program has more than doubled in size, yet it still maintains a desirable 1:12 teacher-student ratio.

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After-School Includes the Entire Neighborhood

The Chicago YouthNet Program is a network of youth development sites located in 20 of the city's 25 police districts, and is funded by City of Chicago corporate funds. The Program includes activities such as educational enhancement, support services, and recreational, cultural, and community activities. The Program utilizes the community resources of the local police district, local public schools and parks, neighborhood-based service providers, and community and religious organizations to provide a comprehensive joint venture program.

Using community resources effectively. Effective collaboration between the after-school program and the community, whether through partnerships or developed networks, gives students more options and helps to extend the resources available for after-school learning, enrichment, and recreation. Communities can provide a wide range of resources for developing high-quality programs, such as funding, facilities, materials, expertise, job shadowing experiences, mentors, tutors, and community service and learning experiences. Advisory boards help maintain strong links among the community, families, community-based organizations, religious organizations, employers, and the school system, and maximize a community's various resources. These boards can help the community conduct an inventory of existing after-school resources, such as opportunities at a Boys and Girls Club or local church, and identify the ongoing needs of a neighborhood.

Law enforcement officials make strong community partners. Law enforcement officials are stepping up to the plate in support of after-school programs as strong prevention measures against crime. Nine out of ten police chiefs agree that "if America doesn't pay for greater investments in programs to help children and youth now, we will all pay far more later in crime, welfare, and other costs." Indeed, when asked to pick the strategy that would be "most effective" in the long term in reducing crime and violence, the chiefs chose "increasing investment in programs that help all children and youth get a good start" nearly four to one over "trying more juveniles as adults" or even "hiring additional police officers." Following up on their beliefs, police officers and other law enforcement officials are collaborating with community groups, sponsoring after-school programs for children and youth, and serving as role models and mentors in the programs.[115]

We can make ourselves and our children safer by investing in child care and after-school programs for America's most vulnerable kids, instead of waiting to spend far more—in money and lives—on those who become America's 'Most Wanted' adults.

—R. Gil Kerlikowske
Buffalo Police Commissioner
President, Police Executive Research Forum

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Strong Involvement of Families

Thirty years of research show the difference family involvement makes in children's learning and in life chances for success. Family involvement in after-school programs is just as important. The success of an after-school program depends on the involvement of both families and the community.

Involving families and youth in program planning. Programs designed to include families and children in the planning draw greater support from participants and their families and from the community at large. When programs incorporate the ideas of parents and their participating children, activities tend to be more fun and culturally relevant, and tend to capture children's and adolescents' interests better. Successful programs seek to involve parents in orientation sessions, workshops, volunteer opportunities, parent advisory committees, and in a wide range of adult learning opportunities, such as parenting education, computer training, and English as a second language.

Parents Help Plan After-School Activities

The Master Program in Montgomery, Texas, offers elementary students the opportunity to experience a variety of educational and recreational activities after school. A committee of 8 to 10 parents works with the school's administration to oversee program operations and make decisions on class offerings. This committee not only serves as a liaison between parents and the school administration, encouraging positive communication as well.

Attending to the needs of working parents. Good programs are aware that their customers are not only the children they serve, but their families as well. These programs are designed with sensitivity to the schedules and requirements of working parents.

Accommodating family schedules
In addition to the after-school hours, activities are also scheduled during the morning hours before school when many parents are either commuting to work or already at the workplace. Learning, enrichment, and recreation activities are developed for program operation during school holidays and summer breaks as well for the children of working parents and others.

Making after-school affordable
Cost is an important factor for working families. Good after-school programs work hard to be cost effective and to make accommodations for families enrolling more than one child. Serving siblings of different ages is critical, whether in the same after-school program or in linked, age-specific programs. Siblings do not need to be served by the same program, but programs should work together to serve all children in a family in a convenient and cost-effective manner.

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Tending to transportation
In addition to addressing scheduling and cost issues, programs can help meet family needs by providing transportation to and from the before- and after-school programs. While transportation is a major cost for an after-school program, it is a critical safety and logistical concern for families.

Anti-Drug Tax Provides Free After-School Transportation for Kids

The citizens of Jackson County, Missouri, voted for a quarter cent tax increase two years ago to combat drug trafficking and abuse by placing more law enforcement officials on the street and providing prevention and treatment dollars to social service agencies. Bridger Junior High School in Independence, received a grant from the Jackson County Community Anti-Drug Tax (COMBAT) Commission to fund transportation costs for students returning home in the evenings from its after-school program, which the Commission considers a drug prevention effort.

Coordinating Learning with the Regular School Day

By extending the hours in which children learn, after-school programs can be an important resource for improving their academic performance. Instructional practices can be used to actively engage students' attention and commitment. In addition, enrichment opportunities not found during the regular school day—such as art, music, and drama—can be offered to supplement the regular school program.

Good extended learning programs provide a continuity of learning experiences for students after school through coordination with the regular school day and communication with the classroom teachers and staff of the school or schools attended by children in the after-school program.

Providing engaging opportunities to grow and learn. A wide variety of enriching and engaging activities can be offered in after-school programs to make learning fun and to provide recreation. Quality programs give children the opportunity to follow their own

Developing and Implementing an After-School Enrichment Curriculum

FOUNDATIONS Inc., a non-profit organization in New Jersey, provides enrichment programs, supportive services, and assistance to children in grades K–6 by operating an extended school day program within school buildings. Using literature-based curriculum manuals, students in FOUNDATIONS' programs participate in activities focused on five themes: All About Me—exploring conflict resolution skills and understanding of oneself; Our Global Festival—understanding the culture, history, and traditions of others; On the Creative Express—including the creative and performing arts as activities; TechQuest—teaching transferable skills based on student needs and teacher training; and Action Earth—exploring local as well as national events and issues. Children participate in individual, small, and large group activities; indoor and outdoor activities; and quiet and active play, all of which carry out these themes.

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interests or curiosity, explore other cultures, develop hobbies, and learn in different ways, such as through sight, sound, or movement. Children in these programs are encouraged to try new activities, think for themselves, ask questions, and test out new ideas. Quality programming reflects the needs, interests, and abilities of children, recognizing that they change as children grow older.

Challenging curriculum in an enriching Successful programs make the extended-time curriculum challenging but not overwhelming. According to research, a challenging curriculum accommodates individual student needs, coordinates with in-school instruction, and focuses on more than remedial work.[116] It also combines direct teaching with indirect instruction, such as computer use, scientific experiments and other hands-on projects, art, music, reading for pleasure, youth leadership, and participation in community activities. Research suggests that combining these approaches helps students acquire a set of skills useful in school and in life.

Connecting the after-school curriculum. Quality after-school curricula integrate learning and enrichment through clear cycles of assessment, feedback, and evaluation that meet students' needs. Enrichment activities often include interdisciplinary, thematic group projects to integrate and reinforce concepts learned in school. For example, students studying multiplication in their math class might practice the multiplication tables through tap in a dance class or students studying cloud formations in their science class might draw cumulus, cirrus, and stratus clouds in their after-school art class.

"[LA's BEST] isn't baby-sitting. This gives children a chance to experience culture and learning while improving themselves."
— Site coordinator
LA's BEST after-school program

Linkages Between School-Day and After-School Personnel

Quality programs support and coordinate their activities with the school in a way that supports true partnership. In those after-school programs physically housed in school buildings, there is the opportunity to link together school-day and after-school personnel and resources in a seamless continuum of activities that focus on the well-being and growth of participants. Quality programs have:

Planning time to maximize children's opportunities. Time is provided for school-day and after-school staff to establish and maintain relationships of mutual respect and understanding. In so doing, teachers and the after-school or summer-time staff can confer on the social and academic status of participating children, create a welcoming environment for parent and community volunteers, and make arrangements for the use of facilities and materials, such as computer labs and recreational equipment. In some school-based programs, the after-school staff attend faculty meetings with the regular school-day staff and share teacher work areas.

Communication Between Regular School and Extended Day Personnel

Teachers and after-school staff at P.S. 5, an elementary school in the Washington Heights section of Manhattan, make daily communication about children's academic progress a priority. When the school opened its after-school program, Children's Aid Society staff helped to develop a formal notification system in which teachers would send homework slips to the after-school staff; however, this system was never implemented because teachers and after-school staff already communicated effectively through more informal means. The P.S. 5 school-day and after-school staff plan ahead and work together in a flexible way that works.

Coordinated use of facilities and resources. The most common complaint voiced in after-school programs is the lack of connection and coordination between the school and after-school staff regarding the use of facilities and equipment. These logistical problems are often more severe when the after-school program depends on resources brought together by partnerships between schools and other agencies or organizations. Typical problems include using classrooms and other school facilities and equipment (such as sports equipment and computers), providing transportation, and hiring staff. Communication and planning can prevent potential problems and misunderstandings about use of space and resources.

> *The National PTA believes that child care programs and facilities are important in addressing the education, nutritional, recreational, developmental, and safety needs of school-age and preschool children. The PTA encourages the effective use of existing facilities, such as public schools, for child care programs during non-school hours and days.*
>
> *—National PTA Policy Statement*

Evaluation of Program Progress and Effectiveness

After-school programs are, by nature, varied and complex, and no matter how well designed, programs must also take experience into account. Effective after-school programs have a continuous evaluation component built into the design so that program planners can objectively gauge their success based on the clear goals set for the program. For example, programs specifically designed to provide safe places for children need to monitor indicators associated with safety, such as drug use and victimization, but may not assess academic achievement. On the other hand, programs with a strong academic component will want to assess student progress in the after-school and regular school program.

Using data for improvement. A system of accountability and continuous evaluation supports program improvement. It is important to set clear goals for the program against which leaders, staff, and families can monitor the progress of the program and participating students. Depending on the focus of the program and its goals, data may

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include students' academic performance; results of surveys and focus groups of children, families, staff, and volunteers; neighborhood and school crime statistics; school attendance records; and other information. Based on this information, leaders, staff, families, and community partners can gather periodically to discuss the progress and success of the program, which will help the program with important decisions about design and funding.

Evaluation Aids Continuous Improvement

Staff at sites in the Save the Children Out-of-School Time Rural Initiative discovered how useful evaluation data is to planning and improving their programs. One director from rural South Carolina said the evaluation process helps in "focusing on working on the small first" instead of trying to solve overarching problems with a single solution. The director of St. Ann's Catholic Outreach Center said that evaluation and training showed her how to set priorities for improvement of the Sisters" program, which serves 90 children, ages 5-17, in Kingstree, South Carolina.

Continuous monitoring and a shared understanding of the program's goals help leaders and staff maintain their focus, improve effectiveness and accountability, ensure parent and participant satisfaction, and identify necessary changes. By using data and feedback, a program's director can assess whether its key features are working as intended and help the program do better than before. It also can provide rationales for program effects on children's learning and the need for collaboration as well as guidance for management.

Designing effective evaluations. Programs should be regularly evaluated through the use of both self-assessment and outside assessment efforts that incorporate multiple measures of success that reflect program goals. The best evaluations employ well-designed, quantitative studies that include a control or comparison group of similar students who have not participated in the program. Finally, the evaluation will be most valuable if it is based on the specific goals of the after-school program and focused on measuring the program's progress towards and success in meeting those goals.

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Chapter 3:
Communities Meeting the Need for After-School Activities

> *You know trouble can start when the clock hits three.*
> *When there's no place after school for kids to be.*
> *Nothing to do but hang out on city streets,*
> *When Mom and Dad are working to make ends meet.*
>
> *—Now It's Time to Beat the Street*
> *Public Service Announcement, National Urban League*

The following examples incorporate many of the components discussed in the previous chapter. They describe how local communities across the country are meeting the need for safe and smart after-school activities that serve young people of all ages. By addressing the needs and tapping resources within local communities, programs like these provide learning, enrichment, and recreational activities to children in safe and drug-free environments. These examples are by no means exhaustive: they are intended to illustrate the kinds of innovative, exciting after-school programs that are working in schools and communities across the country. For more information, you can reach the contact listed with each example.

ASPIRA Lighthouse Program
Bridgeport, Connecticut
Contact: Tammy Papa, 203-576-7252

The Lighthouse Program, an educational and recreational program located in 11 Bridgeport schools, serves children in grades K–12 three hours a day, five days a week, and all day during the summer. In providing educational enrichment, cultural awareness, and recreational activities, the program offers children a range of options from karate and dance to reading skills and math and science programs. Volunteers, including parents, teach special classes, carpool students, read with children, and help with homework. The program is well connected to the schools: each site coordinator is a teacher in the school. The principal, other teachers, and community agencies manage the program with the cooperation of families, students, school custodians, and security guards.

The chief of police credits the Lighthouse program with the decrease in crime, especially in juvenile crime, throughout the city. Lighthouse children outperformed other students on standardized tests in reading and math, and they showed better attendance rates. Parents, teachers, and students also reported improved student self-

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motivation, higher levels of homework quality and completion, fewer disciplinary referrals, and better peer and teacher relationships.

ASPIRA Math and Science (MAS) Academy
ASPIRA Association, Inc.
Washington, DC
Contact: Al Staropoli, 202-835-3600

The Math and Science Academy was created to improve the low representation and achievement rates of Latinos in math and science. Since 1995, the MAS Academy has served hundreds of students and parents in Miami and Chicago. The ASPIRA MAS Academy aims to positively affect middle school, Latino youth by offering constructive, after-school and summer activities, including tutoring, field trips, counseling, family involvement activities, hands-on math and science activities, and other support activities that help students remain in school and progress to the next academic level.

Each year, the MAS Academy kicks off with a meeting of parents, students, and teachers to discuss the goals of the Academy. At this time, parents, teachers, and tutors meet one another, and together, they talk about the importance of math and science education. Throughout the year students gather in small groups to perform hands-on math and science activities with teachers or college tutors in the areas of general science, biology, physics, earth sciences, and math. The Academy also fosters math and science education through visits to scientific institutions (e.g., museums, zoos, research institutions) and career planning. Through videos, books, brochures, and other mediums, students are introduced to a multitude of careers in math and science. Latino scientists, mathematicians, engineers and other technology specialists visit students in the program and interact with them informally, answering questions about what it's like and what it takes to be a scientist.

Outcomes of the MAS Academy include measurable changes in the motivational and educational levels of participants, awareness of the role of math and science in their future, an increase in family involvement in the education of children, and stronger linkages among scientists, educators, and science and educational institutions. One student commented: "In school we learned a lot about science and math [but] in the MAS program we learned about it in a fun way." The program will be expanded to New York City and Newark this year to serve a yet larger audience of Latino students.

Bailey Gatzert Elementary School, Extended Day and Saturday Academy
Seattle, Washington
Contact: Pat Sander, 206-726-6720

The Extended Day and Saturday Academy at Bailey Gatzert Elementary School, a Title I school, offers voluntary enrichment activities in reading and math to students identified as achieving below age- or grade-appropriate levels based on standardized test scores or classroom teacher observation. The program is primarily for students in grades 2–5, but some kindergartners and first-grade students participate.

Bailey Gatzert offers extended day tutoring activities to about 50 students from 3:20 p.m. to 4:30 p.m., three days a week. A corps of certified teachers and volunteers—college students fulfilling course work requirements, high school students, and stockbrokers who have adopted the school—provide students with one-on-one tutoring daily. On one other afternoon, students participate from 3:30 p.m. to 5:30 p.m. in community-sponsored activities, such as a kids' cooking team, literacy group, and Campfire Boys and Girls.

On Saturday mornings from 9 a.m. to 12 p.m., about 50–60 children and parents join an enrichment program with activities such as reading, computer lab and library, and science, cooking, and language arts. In addition, the school hosts a schoolwide dinner one night a month, where 150–200 parents, guardians, teachers, students, and community members participate in educational games and learn about proper nutrition.

Beacon School-Based Community Centers
New York, New York
Contact: Jennie Soler-McIntosh, 212-676-8255, or
Michelle Cahill, 212-925-6675

The Beacon Schools initiative formed based on recommendations of a task force charged with developing an anti-drug strategy for New York City. The intent was to create safe, drug-free havens where children, youth, and families would engage in a wide range of positive activities. Community-based organizations work collaboratively with community advisory councils and schools to develop and manage the 40 Beacon schools.

At least 75 percent of the Beacon Schools are open 13–14 hours a day, seven days a week; the rest are open at least 12 hours a day, six days a week. Typical ongoing participant enrollment at the Beacons averages 1,700 community residents. Beacons offer sports and recreation, arts and culture, educational opportunities, vocational training, health education, and the opportunity for community meetings and neighborhood social activities. The New York City Department of Youth and Community Development funds the program. Each Beacon receives $400,000 annually, along with $50,000 for custodial services. Several private foundations also provide funds to enhance Beacon programming.

At P.S. 194, a Beacon School, the Countee Cullen Community Center operates from 8 a.m. to 11 p.m. every day of the week, serving 150 youth. A Teen Youth Council has launched a community beautification effort, sponsored workshops on job readiness and employment skills, and organized a peer mediation program to prevent youth violence. Narcotics Anonymous, the Boy Scouts, a meal program, cultural studies, and supervised sports also take place at the community center. Through the center's Family Development Program, case managers work with families to keep children out of the foster care system, to help students with remedial academics, and to support parents as the primary educators of their children. The Beacon Program has increased youth access to vocational arenas, therapeutic counseling, and academic enrichment.

Students' performance on standardized reading tests has improved, and police report fewer juvenile felonies in the community.

Carr Creek Family Resource and Youth Service Center

Knott County, Kentucky
Contact: Debbie Joseph. 606-642-3831

Carr Creek Family Resource and Youth Service Center (FRYSC), the largest and best developed in Knott County, has been operating its after-school program for seven years through energetic and creative leadership and the combined funding of various grants. Through community support from local agencies and businesses, sixty-two parent volunteers and nine welfare-to-work employees are actively engaged in providing quality after-school enrichment activities to over 85 children and their families. The program operates until 5:30 p.m. each day after school, and from 7:30 a.m.–5:30 p.m. on holidays, school vacations, and during the summer. The after-school program offers a diverse and exciting menu of activities from homework help, job-sharing with community adults, and hands-on science projects to sewing, drama, music lessons, and sports activities, all of which take place in the school. In addition, workshops on conflict resolution and alcohol and drug prevention are also offered to both children and families.

City of White Plains Youth Bureau

White Plains, New York
Contact: Al Moschetti, 914-422-1378

The City of White Plains Youth Bureau provides children and youth, ages 5–21, with effective youth development programs. The programs focus on enabling children and youth to believe in their future by applying their energy and skills in a productive way today. The program builds individual character, provides "safe space" for after-school structured activities that engage interest and develop skills, and presents opportunities for community service under the supervision of positive role models. The program's focus on the prevention of risk-taking behavior helps to strengthen families, schools, and communities.

The Youth Bureau builds strong communities by offering an after-school program for elementary and middle school students, which provides affordable quality care for children in working families. The Youth Bureau also offers the *Alternatives Program*, designed for high school students with a focus on academic support during after-school time; a *Bits & Pieces Tutorial Camp*, which provides a relaxed academic enrichment and learning environment for children in grades one through six; a *Neighborhood Services Program*, providing safe "drop-in centers" for middle school and high school students to go during after-school and evening hours for recreational and educational activities; and a *Youth Employment Service*, which provides youth ages 14–21 with job referrals, subsidized employment, counseling, and advocacy.

Community Education Centers, St. Louis Public Schools
St. Louis, Missouri
Contact: Ron Miller, 314-773-7962

The St. Louis Public School District operates 16 Comprehensive Community Education Centers—nine elementary school sites and seven middle school sites. Approximately 18,000 to 22,000 youth and adults participate in Community Education programs, which have been offered by St. Louis Public Schools in partnership with the city government since 1968.

Operating throughout the year and during the summer, Community Education Centers (CEC) are open four days a week from 6:30 a.m. until 10 p.m., and some facilities remain open on Friday evenings and weekends. Day camps and teen drop-in activities complement academic course offerings during the summer. All CECs have after-school programs for youth, including tutoring and homework assistance, cultural enrichment, recreation, organized team sports, violence and drug prevention, and other activities that enhance academic achievement. Additionally, career exploration programs for teenagers are offered at some CECs, and adult programming is available through general education, home and family, arts and crafts, recreation, vocational, and college courses.

Each CEC has a Community Council of local residents, parents, service providers, elected officials, local business leaders, clergy, and youth. The Councils meet at least once a month to assess and advise on the needs of the program. Each CEC has an administrative team of a principal, instructional coordinator or administrative assistant, and a CEC coordinator responsible for implementing and monitoring all services. Each CEC also has an Action Team that meets regularly to facilitate collaboration and cooperation among the service providers. Metropolitan St. Louis Police Department School Beat Officers, City of St. Louis Neighborhood Stabilization Officers and AmeriCorps members also comprise the Action Teams. The Action Teams make use of information from ongoing evaluations of the program.

Elk Grove Unified School District, Twilight Schools
Elk Grove, California
Contact: Elizabeth Pinkerton, 916-686-7712

The Twilight Schools in the Elk Grove Unified School District in South Sacramento County provide after-school programs for the entire family. There are three components to the program: preschool for four-year-olds; homework and tutoring center for K–12 students; and parent workshops and classes. Twilight Schools are located in empty classrooms at four elementary school buildings three days a week from 4 p.m. to 7 p.m. The Schools utilize classrooms after hours to provide homework tutoring centers and to enable use of the libraries and computer rooms. Parents, many of whom are recent immigrants, attend specialized classes, such as English as a second language, GED preparation, family literacy, parenting, and job training, also offered through the Twilight program. Program funding and support come from Title I, the Gifted and Talented program, emergency immigrant program funds, and businesses, such as

Campbells, a large local employer that donates soup nightly.

Each of the four elementary school buildings utilized in the Twilight program are located in high-poverty neighborhoods, and each school serves its own population of approximately 1,000 children and families from nearby schools. About 700 students and parents attend the program each night, with approximately 150–200 persons at each site. The Elk Grove Unified School District population continues to grow, with at least 2,000 new students enrolling each year. The Twilight program is designed to serve a growing population in which more than 60 different languages are spoken, and it focuses on developing literacy and language skills and ensuring competency in academic subjects, especially reading and mathematics.

Modeled on Head Start program performance standards, the Twilight preschool program, funded by Title I, promotes parent participation in program activities. Parents volunteer in the preschool classrooms, attend tutoring sessions for their children, and participate in workshops to learn about their children's development and how to better prepare their children for academic learning. Additionally, high school students earn credit while serving as mentors and role models for participants in the program. In addition to certified teachers, community and AmeriCorps volunteers teach workshops on various topics, such as nutrition, the job market, reading strategies to use at home, car and bicycle safety, and family math.

4-H After-School Activity Program (4-H ASAP)

Los Angeles, California
Contact: Don MacNeil, 805-498-3937

Through the U.S. Department of Agriculture's Cooperative Extension Service in conjunction with the University of California, business, education, and government join together in a local partnership to run the 4-H After-School Activity Program. It provides hands-on learning to over 1,000 children, ages 7–13, in 20 public housing and school sites. Operated in a school or public housing facility, the program offers students a safe haven after school, caring adult mentors, assistance with school work, extended learning activities, and encouragement and reinforcement of positive attitudes and healthy living. Other activities include reading, computer literacy, conflict resolution, community service, and career exploration.

Supporting the program are area colleges and universities, businesses such as Unocal, various foundations, federal and state agencies, the resident advisory councils, parents, and community volunteers.

In an evaluation of the program in Los Angeles, many parents reported that the 4-H program had a positive effect on the attitude and behavior of their child. Over 85 percent of parents claimed that the program has kept their children out of gangs, and over 83 percent noted that their children's interest in school has increased.

Gateways Summer School
San Diego, California
Contact: Carolyn Wood, 619-453-8167

The Gateways Summer School program was formed in 1982, and provides unique educational experiences for students during the summer. Gateways functions as a non-profit community-based organization operated by parents. Gateways provides enriching experiences for children in grades 1–12 through courses designed for students who have mastered basic concepts and are interested in learning new material. Classes are conducted in school classrooms that would otherwise be vacant in the summer.

A maximum of 20 students are enrolled in each class. In 1997, over 2,000 students attended classes taught by 71 teachers with help from 61 high school students hired as aides. These high school students assist in the classroom and also supervise students between classes and lunch time. Since Gateway s is a first job for many of the high school students, the program is a learning experience for them, too.

Institute for Student Achievement
New York State
Contact: Lavinia T. Dickerson, 516-562-5440

The Institute for Student Achievement provides a school-based program of counseling and academic assistance to middle and high school students who are having trouble in school. The program, which has both after-school and summer components, operates in six school districts in New York State, including Long Island, New York City, Mt. Vernon, and Troy.

STAR (Success Through Academic Readiness) supports high school students through academic enrichment and counseling for at least two hours a day after school. COMET (Children of Many Educational Talents) addresses the special needs of middle school students, helping them to improve communication, comprehension, and social interaction skills and to make the transition to high school smoothly.

After-school staff coordinate with the teachers of participating children to make sure children get the extra help they need in academic subjects through tutoring, academic enrichment activities, and computer-assisted instruction. School staff, after-school staff, students, and parents together develop an Individual Enrichment Plan to set goals and measure progress. In addition, students join weekly individual or group counseling sessions.

Community service and family involvement are key components of the after-school programs. For example, students who first learned technology skills through the program then led a computer class for parents. Parents attend conflict mediation training and parenting skills workshops.

Every STAR student has graduated from high school, and 96 percent have gone on to college. Test scores at participating Hempstead High School on Long Island improved so much that the state removed the school from its list of low-performing schools a year ahead of schedule.

I.S. 218 and P.S. 5, Children's Aid Society Community Schools
New York City, New York
Contact: C. Warren Moses, 212-949-4921

I.S. 218

When I.S. 218 in New York City decided to become a community learning center, the school created an after-school program with the help of the Children's Aid Society and other community partners. A parent survey indicated concern about homework, so the after-school program initially focused on providing homework assistance. Within months, two computer labs, dance classes, arts and crafts, band, and some entrepreneurial programs were also added to the after-school program, with learning and homework always central. The after-school program gradually evolved into an extended day program in which, for example, non-English speaking children can attend Project Advance for special instruction in Spanish and English as a second language.

Evaluations show that the after-school program at I.S. 218 positively affected both the school's and children's attitudes. When compared to a school with similar characteristics, I.S. 218 students performed, on average, 15 percent higher on reading and math exams. These results can be attributed, in part, to the after-school activities provided to all students.

P.S. 5

Before- and after-school activities have been a part of P.S. 5 from its opening day as a community school. Half of the students at P.S. 5 participate in the breakfast program, which begins at 7:30 a.m. The extended day program organizes students by classes, and the daily schedule includes academics and homework help, fine arts, gym, dramatics, and recreation. The Broadway Theater Institute helps children put on musicals. Teachers in the extended day program communicate daily with regular teachers about homework and special help that students may need. Parents serve as assistants in the program, and over 300 adults participate in the Adult Education program, which offers classes in English as a second language, GED preparation, literacy, and arts and crafts. Students and families also have access to physical and mental health services and an on-site Headstart program.

Since 1995, the school has shown impressive gains in reading and math achievement. In math, the number of students performing at grade level improved from 45 to 59 percent, compared to 42 percent in similar schools. Thirty-five percent of students are now reading at grade level, compared to only 21 percent in 1995 and just 17 percent in similar city schools.

KIDCO, Tucson Parks & Recreation Department
Tucson, Arizona
Contact: Peg Webber, 520-791-4873

The KIDCO initiative began in 1989 by providing free after-school and summer recreation programs for elementary school children. The after-school program runs 24 weeks a year at 31 sites, four days a week and two and a half hours a day, from school dismissal to 6 p.m. The after-school program enrolls more than 3,700 children, and the summer program serves almost 5,000 children at 47 locations. Following reports of drastically increasing juvenile crime and delinquency in 1992, the Mayor and Council of Tucson pledged to provide enhanced services for children, and in 1993, the City Council provided KIDCO with $500,000 in additional funding, which enabled the program to undergo a major expansion of services. Designating Tucson a "child-friendly community," the City Council continues to identify innovative mechanisms to raise funds to support KIDCO youth programs.

The KIDCO programs are usually located in neighborhood schools, and each is unique to the neighborhood and its particular partners, which include tribal village councils, Arizona Commission on the Arts, Tucson Audubon Society, University of Arizona, Pima Community College, a cable television corporation, school districts, private schools, malls, and community agencies, such as the YMCA, Girl Scouts, and Campfire Boys and Girls. Other city agencies and departments such as Police and Fire, Education, and Water helped in the development of materials and program options. The program is offered free of cost to families who participate. It provides varied recreational and leisure activities, including physical fitness, sports, arts, crafts, values, self-esteem building, self-respect, listening and caring skills, social skills, friendship, cooperation, free time, and creative expression. Participants also join in special events, such as the Safe Kid Bicycle Event, Bike Rodeos, and the On the Right Track drug prevention program.

LA's BEST (Better Educated Students for Tomorrow)

Los Angeles, California

Contact: Carla Sanger, 213-847-3681

By employing teachers and other staff, LA's BEST (Better Educated Students for Tomorrow) provides 5,000 students in 24 schools across the city with academic tutoring and instruction, a safe haven for enrichment and recreation, and an opportunity to develop self-discipline, self-confidence, and interpersonal skills. Through a partnership of the Los Angeles Unified School District, the City of Los Angeles, the state department of education, and private sector companies, the program runs until 6 p.m. after school, Monday to Friday, serving children in neighborhoods vulnerable to gangs, crime, and drugs.

The program includes homework assistance and learning activities, clubs ranging from computers to cooking, organized sports, field trips, and the arts. Diverse and creative enrichment activities involve children in dance, music, science, and art. A significant number of parents and volunteers participate in LA's BEST programs on-site and in regional and citywide activities.

Independent evaluations have shown that children who participate in LA's BEST get better grades, have greater enthusiasm for regular school and show positive changes in behavior. Schools running an LA's BEST program have shown a 40-60 percent reduction in reports of school-based crime.

The Lighted Schools Project
Communities in Schools, McLennan
Youth Collaboration, Inc.
Waco, Texas
Contact: Joyce Reynolds, 254-753-6002

The Lighted Schools Project provides over 650 middle school youth with a safe, supervised environment during after-school hours four days a week from 3:45 p.m. to 6:30 p.m. Children are transported home at the end of the program each night. Communities in Schools case management and social work staff oversee operations at each site. Thirteen community agencies provide all after-school services and programs for students and families at the sites.

While the program targets at-risk youth, all middle school youth can participate in free activities, including sports, crafts, special events, and art instruction. Students have access to primary health care if it is needed, and may also participate in small group activities addressing issues such as building self-confidence, making positive choices, violence prevention, dangers of drug and alcohol abuse, and conflict resolution. Some of the schools provide children with tutoring and homework assistance. Some sites participate in community volunteer projects. Additionally, a number of students each year are matched with a Baylor University mentor, who commits to mentoring a student for the entire year while participating in a college course on mentoring skills. Other community partners include local school districts, a hospital, the city recreation department, the community arts center, and a local council on alcohol and drug abuse prevention.

Children who participate in Lighted Schools say they appreciate having a safe place to go after school, that it keeps them off the streets, and that it is more fun than sitting at home in front of the television. Several say that if the program did not exist, they would probably be in trouble. In a 1997 evaluation, 57 percent of students at four of the sites improved their school attendance. Two sites experienced a 38 percent decrease in the number of participants failing two or more classes.[117]

The Milwaukee Project
Milwaukee, Illinois
Contact: Sue Kenealy, 414-935-7868

The Milwaukee Project is a U.S. Department of Justice Weed and Seed site, in which law enforcement, community-based organizations, and residents work together to improve their neighborhood. The Milwaukee Public Schools system collaborates with local groups to provide Safe Havens at three neighborhood sites. Approximately 8,300 youth participate in Safe Haven after-school programs. The programs provide homework and tutoring assistance, recreational activities, games, choir, arts and crafts, and computer skills.

The Safe Havens involve the police department in program planning, and also encourage students to participate in the Police Athletic League. The programs have played a role in the reduction in the crime rate in areas with a Safe Haven by providing youth with alternative activities during high-risk hours for delinquency. In the 15 months following inception of the program, the crime rate dropped by 20.7 percent in the areas with the neighborhood sites.

The rate of violent offenses in these areas dropped by 46.7 percent during the same time period.[118]

The MOST Initiative (Making the Most of Out-of-School Time)
Contact: Joyce Shortt. 781-283-2526

The MOST Initiative (Making the Most of Out-of-School Time), an initiative of the DeWitt Wallace-Reader's Digest Fund which is managed by the National Institute on Out-of-School Time, has helped to increase the supply and improve the quality of activities, experiences and programs for children ages 5–14 during their non-school hours. Among the national goals of the MOST initiative are raising public awareness of the need for after-school programs; increasing the numbers of children served; assisting in program start-up and improvement and in training opportunities for providers; and sharing information about "what works."

Three cities—Boston, Chicago and Seattle—are now completing the third year of their action plans, which focus on community-based, collaborative strategies designed to improve opportunities for children and youth. Developing a system of school-age care in each community requires bringing different players to the table. In each city, MOST has facilitated discussions among various stakeholders from direct service providers, who contribute their knowledge of the needs in the community and of what constitutes good programming, to representatives of city and state agencies and schools, which contribute both resources and facilities. The Chapin Hall Center for Children at the University of Chicago is conducting an independent evaluation of MOST's effects on increasing supply, improving quality, and developing systems of school-age child care in the three cities.

Boston, Massachusetts
Contact: Elaine Fersh, 612-426-8288
Parents United for Child Care leads the Boston MOST Initiative with funding support from the Boston Foundation, the City of Boston, and many others. The Boston MOST Initiative provides small start-up grants and intensive technical assistance to a group of public schools that are initiating new school-based before- and after-school programs. Boston has made a concerted effort to link with the arts community and cultural institutions so children have the opportunity to participate in the arts and to take advantage of the cultural resources in their community.

Chicago, Illinois
Contact: Leonette Coates, 773-564-8874
The Chicago MOST Initiative is working with the Chicago Park District to transform drop-in programs into regularly scheduled after-school programs in areas where the need is greatest. Chicago has also focused on training and professional development for after-school staff as well as recruitment and preparation of future staff.

Seattle, Washington
Adrienne Bloom, 206-461-3602
In Seattle, Reading Is Cool, a program planned cooperatively by MOST, the Seattle Public Schools' Director of Academic Achievement, and Washington Literacy, encourages children to enjoy recreational reading and to increase their exposure to reading-based activities during the summer. Seattle has 10 new programs through the

MOST efforts, which serve some of the city's most low-income areas, as well as summer programming for 560 children—immigrants, refugees, and children with special needs—most of whom had not previously participated in a program.

Plus Time New Hampshire, Statewide Network
Youth Opportunities Unlimited (Y.O.U.), Manchester, New Hampshire

PlusTime New Hampshire
Contact: Cynthia Holt, 603-798-5850
PlusTime is a statewide network dedicated to ensuring that all youth have access to affordable, quality out-of-school time programs in New Hampshire. To increase community awareness about the need for after-school programs, PlusTime uses the media, works directly with communities, conducts workshops and conferences, and disseminates materials to after-school providers and schools. PlusTime convened a statewide strategic planning meeting for local communities, after-school service providers, religious leaders, businesses, families, schools, children's advocates, and government and juvenile justice agencies. The network has collaborated with other partners to apply for grant funding, and they have disseminated a number of start-up and expansion grants.

PlusTime New Hampshire works to improve quality and to increase capacity. They have assisted 53 after-school programs in program improvement. By working with another 59 communities, the organization has helped to start 24 new programs, serving almost 1,000 youth. PlusTime partners include University of New Hampshire Cooperative Extension, State Parks and Recreation, YMCA, YWCA, Department of Education, Department of Health and Human Services, and Boys and Girls Clubs.

Y.O.U. After-School Program
Beech Street School
Contact: Andy Hamblett, 603-623-3558
Supported by PlusTime New Hampshire and its partners, the Y.O.U. after-school program, which stands for "Youth Opportunities Unlimited," serves 80 children, ages 5–14, who attend Beech Street School, located in a poor, crime-ridden area of Manchester, New Hampshire. The Y.O.U. program focuses on community collaboration and comprehensive approaches to supporting children, one-on-one attention, high expectations and strong links to the school, family involvement, and life skills training for students of all ages.

For the 45 young children, ages 5–9, who attend the Y.O.U. After School Adventure Program, the hours are filled with homework help and other learning activities, a nutritious snack, small group activities, games, projects, and reading. Fourth-through sixth-graders take part in the Y.O.U. Peer Adventure program, where they can get extra help with schoolwork and homework and join together in community service projects, such as a river clean-up. The Teen Program serves students in grades 7–12 in a club-like atmosphere. Y.O.U. Teen Leadership builds critical thinking skills and trains high school students to serve as mentors to middle school students in the Peer Adventure Program. Monthly family activities bring everyone together.

Students benefit from the Y.O.U. program in a myriad of ways. They name caring adults in their lives whom they trust. They make new friends and develop social skills. They do better in school and attend more regularly. Their self-esteem and ability to solve problems improves. They show a willingness to try new things and an increased capacity to think before acting. And their families are more involved in their lives and in their learning. Y.O.U. helped to establish a parent-teacher organization at Beech Street School, which did not have one. In addition, two Y.O.U. parents headed a community project to tear down a former crack house and build a park in the neighborhood.

Santa Fe Boys & Girls Club
Santa Fe, New Mexico
Contact: Patricia Martin, 505-983-6632

The Santa Fe Boys & Girls Club provides out-of-school programming for children and youth ages 6–17. Programs are conducted during after-school hours, summer vacations, and school recesses. The Club's program, Education and Health 2000, is conducted at a central facility in Santa Fe and five satellite sites in suburban and rural areas surrounding the city. Participating youth come from all economic and ethnic backgrounds, although a high percentage are Hispanic or Native American youth from single-parent homes. The Santa Fe Boys & Girls Club is the sole provider in the area of teen programs, which run throughout the year and serve up to 5,500 youth at any given time.

Club programs promote youth development and prevent delinquency among youth through activities intended to build both educational and recreational skills. Programming includes homework tutoring, access to two libraries, arts and crafts, athletics, karate classes, computers, and field trips. The Santa Fe Boys & Girls Club works with AmeriCorps VISTA members to provide enhanced services to children and families in the area. The Santa Fe County sheriff reported: "Since the satellite programs have been set up in the County, the Sheriff Department calls to those areas have dropped considerably, youth violence and vandalism have also decreased."

Save the Children Out-of-School Time Rural Initiative
Western Region
Contact: Renee Paisano, 505-268-5364

Through the Save the Children Out-of-School Time Rural Initiative, Save the Children, the National Institute for Out-of-School Time, and Aguirre International have teamed up to provide training, technical assistance, and ongoing evaluation to rural sites across the country that are working to provide children with constructive activities, safe places, and caring adults. Many of these examples highlight the special needs for and challenges in providing after-school activities to children in rural areas.

El Rito, New Mexico, Family Learning Center. The Family Learning Center has an ongoing commitment to El Rito, a community in the Mesa Verde region of Northern New Mexico. At the Center, after-school and summer programs are the primary targets for children and youth. Currently, 192 children and youth are served at the Center. Activities range from traditional arts to computer lab instruction, all funded by Save the Children.

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The Center provides a safe and stimulating place for children and youth that meets educational and social needs and an intergenerational environment for young children and older youth alike. It focuses on the need for healthy alternatives to the unemployment factors that threaten the community, and it serves as a central meeting place for the social, cultural, and educational activities of many community groups. Children benefit academically and socially from the ongoing projects at the Center, especially from the tutoring program that operates during the school year.

Chinle, Arizona, Youth Development Program. Chinle is a community in Arizona of approximately 5,100 people, of which 2,700 are youth. Among the youth population, it is estimated that almost one-half are involved in either substance abuse or gangs. Chinle's Youth Development Program aims to help youth develop positive relationships among themselves and with adults, especially with their parents. The program also promotes self-esteem and addresses issues that teenagers face, such as drugs, gangs, employment skills, puberty, and other topics.

Youth programs attempt to instill pride by presenting alternatives to destructive choices. According to Save the Children's volunteers in Chinle, community members strongly support the program because it improves the lives of children and addresses the needs of future leaders. Locally, the program supports a Learning Center and networks with the Navajo AmeriCorps and the tribal Division of Youth Programs. About 500 youth take part in educational and recreational activities, including intergenerational activities, sports, survival camps, and peer tutoring.

Zuni, New Mexico. Currently operating in both elementary schools, the middle school, and in one high school in the Zuni School District, the after-school enrichment activities in Zuni, New Mexico, reach 500 sponsored children and their families. As a model family literacy effort, the program includes a ten-year-old Family Book Bag Project in which families check out bags of books to take home, and they attend guest authors and illustrators workshops, community read-a-thons, and the Book Publishing Project. In addition, students are guided through a project found on the I*EARN (International Educational Resource Network) Web page in which children from around the world exchange cultural understanding and knowledge. About 40–50 children are now participating in a new Summer Arts and Reading Program that promotes recreational reading and other literacy-based activities.

According to the coordinator, the training provided through the Rural Initiative has been a key component: she has learned new strategies and ideas for activities and use of space and made connections to other similar programs across the country. The coordinator attributes the increased bonding among families and teachers to training in child development. Training in data collection and evaluation methods has been extremely useful to the staff in documenting the success of enrichment activities with the help of participating children. This information will help the program to reinforce and communicate its success.

Shalimar Learning Center
T.H.I.N.K. Together
Costa Mesa, California
Contact: Pablo Diaz, 714-543-3807

Located in three apartments in a high-crime, low-income neighborhood in Orange County, California, Shalimar Learning Center provides tutoring in reading and math, homework help, mentoring, English language development classes, and use of the computer lab to over 150 students who drop in daily after school. Students in grades 1–12 who come to the learning center know that schoolwork is the priority at this center, which was created in response to a need expressed by the parents in the neighborhood. Running the center, which is open year-round, five days a week, is a team of 2–5 paid staff and a pool of 75–120 volunteers who commit to two-hours shifts one day per week. The grade point average of teen students at Shalimar Learning Center improved by 34 percent, and not one of the participating students dropped out of school.

Since the opening of the Shalimar Learning Center in 1994, the nonprofit organization T.H.I.N.K. Together has organized community, school, and corporate resources to open four more learning centers in different neighborhoods. The locations include a downtown church, schools, and donated apartment space, and the number of students reaches up to 400 in some sites.

The 3:00 Project
Decatur, Georgia
Contact: Anne Bramlette, 404-373-7414

Initiated in 1994 and funded by the private and public sectors, the 3:00 Project now serves more than 750 middle school students at 17 sites throughout the state of Georgia, including Atlanta, Columbus, Decatur, Macon, and Savannah. The curriculum focuses on four key goals: providing a safe environment for children out of school, encouraging collaboration of community resources, and improving both academic success and skill-building for students.

Staff in The 3:00 Project sites and other after-school programs receive training from the Georgia School Age Care Association, with an emphasis on child/adolescent development, community service learning, and community collaboration. AmeriCorps provides staff in Decatur, Macon, and Savannah. Community service activities range from stocking food banks to performing puppet shows on substance abuse at elementary schools. Approximately 60 percent of students and teachers and over 80 percent of parents agree that the 3:00 Project also enhances students' interpersonal skills and helps the students learn how to make a positive contribution to the community through volunteer work.

Virtual Y
New York, New York
Contact: Paula Gavin, 212-630-9694

In partnership with the New York City Board of Education, Chancellor Rudy Crew, and the United Way of New York City, the YMCA in New York is working to bring extended school services to 10,000 public school children by turning 200 of the city's public schools into Virtual Y's from 3 p.m. to 6 p.m. after school each day. At each Virtual Y, 50 second-, third-, and fourth-graders take part in the Y's traditional curriculum, the spirit–mind–body triangle, designed to build strong values, enhance education, improve academic performance, and promote healthy lifestyles—with reading as the "golden thread" woven throughout to meet the national goal of helping all children learn to read well and independently by the end of third grade. The Virtual Y Book Club, which provides books and incentives for reading, is just one of many literacy-building activities in which children take part.

Families, schools, and the community—the second Y triangle—work together to make the Virtual Y program happen. To ensure collaboration between all partners, principals apply to become a Virtual Y school and make several commitments in advance, including agreeing to provide security and use of classrooms, gyms, libraries and other facilities during program hours, designating a liaison between the YMCA and the school, and acquiring approval from the PTA, superintendent, and teacher union. Family involvement is also key. On a day-to-day basis, the Virtual Y maximizes resources by using a mixture of full- and part-time professionals and volunteers, including college work-study students, AmeriCorps volunteers, and high school students involved in service learning and by garnering funds and in-kind contributions from an array of public and private sources.

Voyager
Dallas, Texas
Contact: Marsha Smith, 1-888-399-1995

The Voyager Company and its nonprofit foundation are committed to providing all school children with real life learning "adventures" that build achievement levels based on national standards in reading, mathematics, science, and writing. In 1994, the company launched 11 pilot programs in Texas elementary schools with differing socioeconomic populations. Voyager offers public schools and other education providers a diverse array of curricula that incorporates theme-based, participatory, and hands-on learning. Partners in developing curricula include the Smithsonian Institution's National Museum of Natural History, Discovery Channel, and NASA.

Voyager builds partnerships with school districts and teachers to help them deliver multi-age or grade-specific programs that improve academic performance and support social development of children. Through ongoing training by experienced specialists, teachers learn strategies to engage students in interdisciplinary projects that also involve parents and community members. Teachers also receive training in assessment of program effectiveness and student performance. Anecdotally, educators and parents say that Voyager has increased children's interest in learning, student attendance, and academic performance.

Since 1994, Voyager has expanded to serve over 22,000 students in 60 school districts, some of which use Title I funding for the program.

YMCA of Middle Tennessee
Nashville, Tennessee
Contact: Lisa Beck
615-259-3418, ext. 100

The YMCA of Middle Tennessee is the largest provider of school-age care in the state of Tennessee, providing activities and care for 5,660 children after school at 117 school sites in middle Tennessee. For 14 years the YMCA has provided year-round services, including full-day care during the summer, on school holidays, and snow days. The YMCA works closely with principals, teachers, and school officials to create a program that enhances the child's school experience while developing the child in all areas—physical, social, emotional, and intellectual. The program, Fun Company, incorporates outdoor play, homework time, community service activities, character development, dramatic play, games, artwork, life skills development, and science activities. Nashville hosts a number of school-based "discovery learning centers" that reinforce academics in fun ways, strengthening math, reading, language arts, and study skills.

In collaboration with the schools, the YMCA provides care both in schools and at local YMCAs. The YMCA provides more than $1.1 million in financial assistance for those families unable to afford care; 26 percent of all families served by the YMCA receive financial assistance. Each of the 405 staff members receives extensive training through the YMCA of the USA national training program, developed in cooperation with Wellesley College.

YouthARTS Program
San Antonio, Texas
Atlanta, Georgia
Portland, Oregon
Contact: Bill Bulick, 503-823-5405

YouthArts is a collaborative agreement between the National Endowment for the Arts (NEA) and three local arts agencies in the cities of San Antonio, Texas; Atlanta, Georgia; and Portland, Oregon. The project is designed to determine the effectiveness of arts-related programs to prevent delinquency among youth at risk. Two of the programs target older youth on probation while the third is an after-school program for sixth graders. An OJJDP evaluation of the program found that a greater proportion of Youth Arts program participants showed improvements in their attitudes toward school, self-esteem, self-efficacy, positive peer associations, and resistance to peer pressure than did comparison youth, and fewer YouthArts program participants had new court referrals during the program period than did comparison youth.

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Resources

The organizations, Web sites, and other resources listed in this publication are not exhaustive, nor is their inclusion intended as an endorsement by the Department of Education or the Department of Justice. Rather, these listings are intended to assist educators, youth-serving organizations, parents, and others in developing or enhancing after-school programs in local communities.

Organizations

Action for Children
78 Jefferson Avenue
Columbus, OH 43215
(614) 224-0222
www.childcare-experts.org

The AFL-CIO Working Women's Department
815 16th Street, NW
Washington, DC 20006
(202) 637-5064
www.aflcio.org/women

America Reads Challenge
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202
(202) 401-8888
(800) USA-LEARN
www.ed.gov/inits/americareads

America's Promise—The Alliance for Youth
909 North Washington Street
Alexandria, VA 22314-1556
(800) 365-0153
(703) 684-4500
www.americaspromise.org

American Library Association
Young Adult Services Division
50 East Huron Street
Chicago, IL 60611
(312) 944-6780
www.ala.org

AmeriCorps
Corporation for National Service
1201 New York Avenue, NW
Washington, DC 20525
1-800-94-ACORPS
www.americorps.org

Annenberg Rural Challenge
P.O. Box 1569
Granby, CO 80446
(978) 779-0047
www.ruralchallenge.com

Association of Science-Technology Centers
Youth Alive Initiative
1025 Vermont Avenue, NW, Suite 500
Washington, DC 20005-3516
(202) 783-7200
www.astc.org

ASPIRA Association, Inc.
1112 16th Street, NW
Suite 340
Washington, DC 20036
(202) 835-3600
www.incacorp.com/aspira

Association of Junior Leagues International
660 First Avenue
New York, NY 10016
(212) 683-1515
www.ajli.org

Beacon Schools
Fund for the City of New York
121 6th Avenue
New York, NY 10013
(212) 925-6675
www.fcny.org

Big Brothers/Big Sisters of America
230 North 13th Street
Philadelphia, PA 19107
(215) 567-7000
www.bbbsa.org

Boys and Girls Clubs of America
1230 West Peachtree Street, NW
Atlanta, GA 30309
(404) 815-5765
www.bgca.org

Boy Scouts of America
1325 West Walnut Hill Lane
Box 152079
Irving, TX 75015-2079
(972) 580-2000
www.bsa.scouting.org

Bridges to Success
United Way of Central Indiana
3901 N. Meridian
Indianapolis, IN 46208
(317) 921-1283
www.uwci.org

CampFire Boys and Girls
4601 Madison Avenue
Kansas City, MO 64112
(816) 756-1950
www.campfire.org

Charles Stewart Mott Foundation
1200 Mott Foundation Building
Flint, MI 48502-565
Phone: (810) 238-5651
www.mott.org

Center for Community Partnerships
University of Pennsylvania
3440 Market Street, Suite 440
Philadelphia, PA 19104
(215) 573-2096
www.upenn.edu/ccp

Center for Creative Education
3359 Belvedere Road, Suite 5
West Palm Beach, FL 33406
(561) 687-5200

Center for the Study and Prevention of Violence
University of Colorado, Campus Box 442
Boulder, CO
(303) 492-1032
www.colorado.edu/cpsv

Center for Youth Development and Policy Research
Academy for Educational Development
1255 23rd Street, NW, Suite 400
Washington, DC 20037
(202) 884-8000
www.aed.org

Child Care Action Campaign
330 Seventh Avenue, 17th Floor
New York, NY 10001
(212) 239-0138
www.usakids.org/sites/ccac.html

Child Care Aware
2116 Campus Drive, S.E.
Rochester, MN 55904
(800) 424-2246

Children's Aid Society
I.S. 218
4600 Broadway and 196th Street
New York, NY 10040
(212) 949-4929
www.childrensaidsociety.org

Children's Defense Fund
25 E Street, NW
Washington, DC 20001
(202) 628-8787
www.childrensdefense.org

CityKids Foundation
57 Leonard Street
New York, NY 10013
(212) 925-3320
www.citykids.com

Collaborative Leaders Program
Institute for Educational Leadership
1001 Connecticut Avenue, NW, Suite 310
Washington, DC 20036
(202) 822-8405
www.iel.org

Community Schools Coalition
Institute for Educational Leadership
1001 Connecticut Avenue, Suite 310
Washington, DC 20036
(202) 822-8405
www.iel.org

Communities in Schools, Inc.
1199 North Fairfax Street, Suite 300
Alexandria, VA 22314
(703) 519-8999

Community Solutions for Children
P.O. Box 10773
Bainbridge Island, WA 98110
(206) 855-9123
E-mail: nissanih@seanet.com

Conference Board
845 Third Avenue
NY, NY 10022-6679
212-759-0900
212-980-7014 fax
www.conference-board.org

The Congress of National Black Churches, Inc.
1225 Eye Street, NW, Suite 750
Washington, DC 20005-3914
(202) 371-1091
www.cnbc.org

Cross Cities Campaign for Urban School Reform
407 S. Dearborn Street, Suite 1725
Chicago, IL 60605
(312) 322-4880

DeWitt Wallace-Reader's Digest Fund
Two Park Avenue
New York, NY 10016
(212) 251-9800
www.dewittwallace.org

Families and Work Institute
330 Seventh Avenue
New York, NY 10001
(212) 465-2044
www.familiesandwork.org

Family Resource Coalition of America
20 North Wacker Drive, Suite 1100
Chicago, IL 60606
(312) 338-0900
www.frca.org

Fight Crime: Invest in Kids
1334 G Street, NW
Washington, DC 20005-3107
(800) 245-6476
www.fightcrime.org

Foundation for Excellent Schools
RD 4, Box 480
Middlebury, VT 05753
(802) 462-3170
www.fesnet.org

Georgia School Age Care Association
246 Sycamore Street, Suite 252
Decatur, GA 30030
(404) 373-7414
E-mail: gsaca@aol.com

Girl Scouts of the U.S.A.
420 Fifth Avenue
New York, NY 10018-2702
(800) 247-8319
www.girlscouts.org

Girls, Inc. National Headquarters
30 East 33rd Street
New York, NY 10016
(212) 509-2000
www.girlsinc.org

Illinois Institute for Dispute Resolution
110 West Main Street
Urbana, IL 61801
(217) 384-4118

Institute for Responsive Education
Northeastern University
50 Nightingale Hall
Boston, MA 02115
(617) 373-2595
www.resp-ed.org

Interfaith Areas Foundation of Texas and the Southwest
1106 Clayton Lane, Suite 120W
Austin, TX 78723
(512) 459-6551

Junior Achievement
One Education Way
Colorado Springs, CO 80906
(719) 540-8000
www.ja.org

League of Women Voters Education Fund
1730 M Street, NW
Washington, DC 20036
(202) 429-1965
www.lwv.org

Learn and Serve America
Corporation for National Service
1201 New York Avenue, NW
Washington, DC 20525
(202) 606-5000
www.cns.gov

National 4-H Council
7100 Connecticut Avenue
Chevy Chase, MD 20815
(301) 961-2808
www.fourhcouncil.edu

National Association of Child Care Resources and Referral Agencies
1319 F Street, NW, Suite 810
Washington, DC 20004
(202) 393-5501
www.childcarerr.org

National Association of Elementary School Principals
1615 Duke Street
Alexandria, VA 22314-3483
(703) 684-3345
www.naesp.org

National Association of Police Athletic Leagues
618 U.S. Highway 1, Suite 201
North Palm Beach, FL 33408-4609
(561) 844-1823
E-mail: copnkid1@aol.com

National Center for Child Care Workforce
733 15th Street, NW, Suite 800
Washington, DC 20005-2112
(202) 737-7700
www.ccw.org

National Center for Community Education
1017 Avon Street
Flint, MI 48503
(810) 238-0463
www.nccenet.org

National Center for Service Learning in Early Adolescence
CASE/CUNY Graduate Center
25 West 43rd Street
New York, NY 10036-8099
(212) 642-2946

National Center for Schools and Communities
Fordham University
33 W. 60th Street, 8th Floor
New York, NY 10023
(212) 636-6699

National Coalition of Hispanic Health and Human Service Organizations
1501 16th Street, NW
Washington, DC 20036
(202) 387-5000
www.cossmho.org

National Community Education Association
3929 Old Lee Highway
Suite 91-A
Fairfax, VA 22030
(703) 359-8973
www.ncea.org

National Federation of State High School Associations
PO Box 20626 [64195-0626]
11724 NW Plaza Circle
Kansas City, MO 64153
(816) 464-5400
www.nfhs.org

National Guild of Community Schools of the Arts
P.O. Box 8018
Englewood, NJ 07631
(201) 871-3337
www.natguild.org

National Institute on Out of School Time
The MOST Initiative
Center for Research on Women
Wellesley College
Wellesley, MA 02181-8259
(781) 283-2547
www.Wellesley.edu/WCW/CRW/SAC

National Network for Youth
1319 F Street, NW, Suite 401
Washington, DC 20004
(202) 783-7949
www.NN4Youth.org

National PTA
330 N. Wabash Avenue, Suite 2100
Chicago, IL 60611-3690
(800) 307-4PTA
(312) 670-6782
www.pta.org
E-mail: info@pta.org

National Recreation and Park Association
22377 Belmont Ridge Road
Ashburn, VA 20148
(703) 858-0784

National School-Age Child Care Alliance
1137 Washington Street
Boston, MA 02124
(617) 298-5012
www.nsaca.org

National Ten Point Leadership Foundation
411 Washington Street
Dorchester, MA 02124
(617) 282-6704

National Urban League
Time to Beat the Street
Office of Development
The Equal Opportunity Building
500 East 62nd Street
New York, NY 10021
1-888-326-9688
www.nul.org

North Carolina Center for the Prevention of School Violence
20 Enterprise Street, Suite Two
Raleigh, NC 27607-6704
(919) 515-9397
www.ncsu.edu/cpsv

Open Society Institute
New York After-School Programs
400 West 59th Street
New York, NY 10019
(212) 548 0600 or (212) 757 2323

Parents United for Child Care
30 Winter Street
Boston, MA 02108-4720
(617) 426-8288

Save the Children
54 Wilton Road
Westport, CT 06881
(203) 221-4084
www.savethechildren.org

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School-Age Notes
P.O. Box 40205
Nashville, TN 37204
(615) 242-8464
www.schoolagenotes.com

Schools of the 21st Century
Bush Center in Child Development and Social Policy
Yale University
310 Prospect Street
New Haven, CT 06511
(203) 432-9944
www.yale.edu/bushcenter/21C/

The Search Institute
Thresher Square West
700 S. Third Street, Suite 210
Minneapolis, MN 55416-1138
(612) 376-8955
www.search-institute.org

St. Louis Caring Communities Program
4411 North Newstead
St. Louis, MO 63115
314-877-2050

United National Indian Tribal Youth, Inc. (UNITY)
P.O. Box 25042
Oklahoma City, OK 73125
(405) 236-2800
www.unityinc.org

United Way of America
701 N. Fairfax Street
Alexandria, VA 22314
(703) 836-7112
www.unitedway.org

Women's Bureau
U.S. Department of Labor
Work and Family Clearinghouse
200 Constitution Avenue, NW, Room 3317
Washington, DC 20210-0002
(202) 219-4486
gatekeeper.dol.gov/dol/wb/

Work/Family Directions
American Business Collaboration for Quality Dependent Care (ABC
930 Commonwealth Avenue
Boston, MA 02215
(800) 767-9863
www.wfd.com

YMCA of the USA
1701 K Street, NW
Suite 903
Washington, DC 20006
(202) 835-9043
www.ymca.org

YWCA of the USA
350 Fifth Avenue, 3rd Floor
New York, NY 10118
(212) 273-7800
www.ywca.org

Web Sites

Partnership for Family Involvement in Education
URL: www.ed.gov/PFIE
Information about the Partnership, including how to join, a list of members, examples of Partner activities, a comprehensive listing of U.S. Department of Education publications on family and community involvement, and other resources that are updated on an ongoing basis.

Federal Resources for Educational Excellence (FREE)
URL: www.ed.gov/free
Resources for teaching and learning from 30 federal agencies with search tools and a bulletin board for teachers and federal agencies to communicate about potential collaboration on new teaching and learning resources.

U.S. Department of Education
URL: www.ed.gov
The latest information about national education issues, publications, education statistics, and information about the different offices and programs at the U.S. Department of Education.

U.S. Department of Justice
Justice for Kids and Youth home page
URL: www.usdoj.gov/kidspage
Information for children and youth on crime prevention, staying safe, volunteer and community service opportunities, and the criminal justice system.

U.S. Department of Health and Human Services URL: www.hhs.gov

Benton Foundatioh Kids Campaign
URL: www.kidscampaign.org
An information, knowledge and action center for adults who want to make their communities work for kids. Explore the pathway with information and resources on after-school time.

C. S. Mott Foundation
URL: www.mott.org
Web site for the C.S. Mott Foundation, a leading partner in the U.S. Department of Education's 21st Century Community Learning Centers initiative.

Mid-continent Regional Educational Laboratory
www.mcrel.org/programs/21stcentury
A useful compendium of Internet resources and examples of innovative after-school programs compiled by one of the U.S. Department of Education-funded regional education laboratories.

National Institute for Out of School Time
www.wellesley.edu/WCW/CRW/SAC
Information about school-age child care from the National Institute for Out-of-School Time at Wellesley College (formerly the School-Age Child Care Project).

National Network for Child Care
www.exnet.iastate.edu/Pages/families/nncc
Extensive database of publications and a listserv supported by the U.S. Department of Agriculture's Cooperative Extension Service.

Listservs

EDInfo
Subscribe to this news service listserv with the latest information about the U.S. Department of Education at **www.ed.gov/news.html**.

ERIC Clearinghouse on Elementary and Early Childhood Education listserv
Subscribe to a joint ERIC Clearinghouse on Elementary and Early Childhood Education listserv where practitioners, policymakers, and parents share ideas, resources, problems, and solutions. Send a message (without your e-mail signature, if you have one) to: **listserv@postoffice.cso.uiuc.edu**. Leave the subject line blank and just type subscribe SAC-L <Your Full Name Here>

Mott After-School
Join an e-mail discussion group organized by the C.S. Mott Foundation to exchange information, ideas, resources, and experiences related to the 21st Century Community Learning Centers Program. Sign up through the Web site at **www.mott.org**.

Videos

Making After-School Count! The C.S. Mott Foundation hosted a satellite teleconference in March 1998 with Vice President Gore on the importance of after-school programs. For a free copy, call Michelle Pemberton at 810-238-5651.

Back to School: Families and Communities Together for Learning
Satellite Town Meeting, September 1997
In a panel moderated by U.S. Secretary of Education Richard W. Riley, a superintendent, parent, business executive, and others talk about how schools and communities can extend learning before and after school. Call 1-800-USA-LEARN to get a free copy.

Conflict Resolution for Youth: Programming for Schools, Youth-Serving Organizations, and Community and Juvenile Justice Settings—Satellite Teleconference. Presents videotaped proceedings of a teleconference held in 1996 that promotes the incorporation of conflict resolution strategies into programming for schools and other settings, provides information on the availability of training and consultation resources, and outlines various approaches to conflict resolution. Call (800) 638-8736 for a copy.

Youth-Oriented Community Policing—Satellite Teleconference. Presents videotaped proceedings of a teleconference held in 1996 that provides information on the characteristics of youth-oriented community policing and how it differs from general community-oriented policing, and highlights three unique and effective programs (U.S. Department of Justice video, VHS format. 1996. 120 minutes. NCJ 160947. $17.00 U.S.). Call (800) 638-8736 for a copy.

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Federal Resources

President Clinton Proposes An Increase In After-School Opportunities As Part Of An Historic Initiative To Improve Child Care

As part of the President's 1998 State of the Union address, the President proposed spending over $20 million over five years on child care initiatives that can improve the quality and supply of after-school programs and child care for America's working families. Included in his child care proposal are opportunities to help build a good supply of after-school programs, help working families pay for child care, improve the safety and quality of care, and promote early learning. Specifically, the new initiative would:

Expanding access to safe after-school activities by increasing the 21st Century Community Learning Center Program by $800 million over five years to provide school-based, after-school opportunities for up to half a million children a year.

Make child care more affordable for working families by investing $7.5 billion over five years to double the number of children receiving child care subsidies to more than two million by the year 2003. The initiative also invests $5.1 billion over five years to increase tax credits for child care for three million families and provides a new tax credit for businesses that offer child care services to their employees at a cost of $500 million over five years.

Increase access to and promote early learning and healthy child development by establishing a $3 billion Early learning Fund that helps local communities improve the quality and safety of child care for children ages zero to five and increasing the investment in Head Start, doubling the number of children served in Early Head Start to 80,000.

Improve the safety and quality of child care by stepping up enforcement of state health and safety standards in child care settings, facilitating background checks on child care providers, increasing scholarships and training for child care providers, and investing in child care research and evaluation.

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U.S. Department of Education

Many of the U.S. Department of Education's programs support after-school activities. They include:

21st Century Community Learning Centers
The 21st Century Community Learning Center program is authorized under Title X, Part I (21st Century Community Learning Centers) of the Elementary and Secondary Education Act. The funds can be used to build a school's capacity to address the educational needs of its community after school, on weekends, and during summers. The focus of this program is to provide extended learning opportunities for participating children in a safe, drug-free and supervised environment. Under the FY98 appropriation, over 300 schools will receive funding to support after-school activities. The president is proposing a billion dollar expansion of the program in FY99, at $200 million a year over five years, pending Congressional approval. For more information, call 202-219-2164.

Partnership for Family Involvement in Education
The Partnership is a growing grassroots network of thousands of family-school partners, employers, community organizations, and religious groups that support family-school-community partnerships for learning. After-school activities are a national priority for the Partnership. Call 1-800-USA-LEARN for more information.

America Reads Challenge
The America Reads Challenge calls on all Americans to support teachers and help ensure that every child can read well and independently by the end of 3rd grade. This summer, over 50 community coalitions, at least one in every state, are participating as America Reads sites. These sites match reading partners—college and high school students, community volunteers, parents, senior citizens—with young children to read together and do activities that build literacy skills and to encourage children to read for at least twenty minutes every day.

Thousands of college students are answering the challenge by serving as reading tutors for pre-school and elementary school students. These tutors can be a great resource for after-school programs. To encourage more colleges and universities to participate in the America Reads Challenge by allowing their Federal Work-Study students to work as reading tutors, the Department of Education has waived the institutional match for Federal Work-Study students who tutor kindergarten and elementary school students in reading. Effective July 1, 1998, this waiver will be extended to include Federal Work-Study students who work in family literacy programs. To date, over 1,000 colleges and universities have committed to the America Reads Challenge. For information, call 202-401-8888.

Extending Learning in the Basics—Title I
Title I encourages greater and more productive use of time outside of the classroom. *Extending Learning Time for Disadvantaged Students: An Idea Book* produced by the U.S. Department of Education, provides information on how

Title I schools can enhance learning outside of the traditional school day, week, or year. Contact your State Department of Education for more information on your state's Title I program or contact the U.S. Department of Education at 202-260-0826.

Making Schools Safe and Drug Free
The Safe and Drug-Free Schools and Communities Act provides funding through the U.S. Department of Education to help schools build local partnerships to reduce violence and drug use. The law authorizes "the promotion of before- and after-school recreational, instructional, cultural, and artistic programs in supervised community settings." Over 3,000 schools use this funding for after-school programs. The act offers school districts the flexibility to design their own comprehensive school safety programs and coordinate them with community agencies. For information, call 202-260-3954.

The Federal TRIO Programs
The TRIO programs fund postsecondary education outreach and student support services designed to encourage students from disadvantaged backgrounds to enter and complete college. Upward Bound provides intensive academic instruction, tutoring, and cultural enrichment activities to high school students in Saturday and summer classes, and funds mathematics and science regional centers to encourage students to pursue postsecondary degrees in those fields. Talent Search identifies disadvantaged youth ages 11 and up with the potential for postsecondary education and encourages them to graduate from secondary school and enroll in college by providing services such as mentoring, academic counseling, college admission and financial aid information, and a special initiative focusing on academic enrichment for sixth- and seventh-graders. For information, call 202-347-7430.

U.S. Department of Justice

Youth Substance Use Prevention – Ounce of Prevention Grant Program
The Office of Juvenile Justice and Delinquency Prevention (OJJDP) is co-administering the President's Crime Prevention Council, Ounce of Prevention Grant Program. These funds assist community-based, youth-led private, non-profit organizations in developing activities designed to combat youth substance use. A separate grant has been awarded to conduct a formative evaluation of the Youth Substance Use Prevention Grant Program.

Pathways to Success
The Pathways to Success (PTS) program is a collaborative effort among the Office of Juvenile Justice and Delinquency Prevention (OJJDP), the Bureau for Justice Assistance (BJA), and the National Endowment for the Arts (NEA). PTS has funded four local programs that promote one or a combination of the following activities: the arts, recreation, vocational skills, and entrepreneurial skills during after school, weekend, and/or summer hours. Programs may include a combination of a youth baseball league—with academic tutoring and one-on-one interaction with an adult mentor; alternative activities, prevention education and skill-building, peer support, and youth/adult partnerships; linkages with professional arts and other community resources.

Juvenile Mentoring Program (JUMP)

The Office of Juvenile Justice and Delinquency Prevention's Juvenile Mentoring Program (JUMP) provides funding for local programs matching at-risk youth and caring adult role models in a school-based or community setting. Mentors include law enforcement and fire department personnel, college students, senior citizens, Federal employees and other private citizens representing a wide variety of professional and occupational backgrounds. The young people are of all races and range in age from 5 to 20. Some are incarcerated or on probation, some are in school, and others are dropouts. Programs emphasize tutoring and academic assistance, while others stress vocational counseling and training. In its first year (July 1995 to July 1996), JUMP worked with more than 2,000 at-risk young people in 25 states through one-to-one mentoring.

TeenSupreme Career Preparation Initiative

In FY1998, the Office of Juvenile Justice and Delinquency Prevention (OJJDP), in partnership with the U.S. Department of Labor's (DOL's) Employment and Training Administration, is providing funding support to the Boys and Girls Clubs of America for demonstration and evaluation of the TeenSupreme Career Preparation Initiative. DOL is providing $2.5 million to support the program, and OJJDP is providing $250,000 to support the initial costs of the evaluation. This initiative will provide employment training and other related services to at-risk youth through local Boys and Girls Clubs with TeenSupreme Centers. The Boys and Girls Clubs of America currently has 41 TeenSupreme Centers in local clubs around the country and may consider expanding the number of centers in 1998. DOL funds will support program staffing in the existing 41 TeenSupreme Centers and provide intensive training and technical assistance to each site. These funds will also be used by the Boys and Girls Clubs of America to provide administrative and staffing support to their program from the national office.

Boys and Girls Club of America—OJJDP Gang Prevention Initiative

The Office of Juvenile Justice and Delinquency Prevention (OJJDP) has awarded funds to support gang prevention efforts of local Boys and Girls Clubs of America (BGCA) chapters. BGCA has developed programs to prevent youth from entering gangs, intervene with gang members in the early stages of gang involvement and divert youth from gang activities to constructive endeavors and programs. BGCA proposes to provide training and technical assistance to 20 new gang prevention sites, three new intervention sites, and six SafeFutures sites and initiate a national evaluation of the Gang Prevention and Intervention program in FY 1998.

SafeFutures

The Office of Juvenile Justice and Delinquency Prevention (OJJDP) provides discretionary funds to the six sites under the SafeFutures initiative, which calls on communities and jurisdictions to enhance their partnerships in order to address the needs of at-risk and delinquent youth collaboratively. The goal of the initiative is to prevent and control youth crime and victimization through the creation of a continuum of care during child development (ages 0-18). SafeFutures offers prevention, intervention, treatment, and graduated sanctions. The strategy involves key leaders, agencies, community organizations, residents and youth, to work together at both the planning level and the operational level.

Quantum Opportunities Program (QOP) Evaluation

In FY 1997, OJJDP funded an impact evaluation of the Quantum Opportunities Program (QOP) through an interagency fund transfer to the U.S. Department of Labor (DOL). QOP was designed by the Ford Foundation and Opportunities Industrialization Centers of America as a career enrichment program using a model providing basic education, personal and cultural development, community service, and mentoring. The purpose of the OJJDP funding for the evaluation is to determine whether QOP reduces the likelihood that inner-city youth at educational risk will enter the criminal justice system, including the juvenile justice system. The QOP impact evaluation is designed to measure the impact of QOP participation on such outcomes as high school graduation and enrollment in postsecondary education and training. Other student outcomes to be examined include academic achievement in high school, misbehavior in school, self-esteem and sense of control over one's life, educational and career goals, and personal decisions such as teenage parenthood, substance abuse, and criminal activity. Data on criminal activity is being collected from individual student interviews.

U.S. Department of Health and Human Services

Child Care and Development Block Grant

This block grant is the primary federal subsidy program to pay for child care, enabling low-income parents to work. Funds are distributed by formula to the states to operate direct child care subsidy programs, as well as to improve the quality and availability of care. As part of the President's child care initiative, he has proposed to expand the block grant by $7.5 billion over five years to double the number of children receiving child care subsidies.

National Clearinghouse on Families & Youth

Family and Youth Services Bureau
Administration on Children, Youth and Families
U.S. Department of Health and Human Services
P.O. Box 13505
Silver Spring, MD 20911-3505
(301) 608-8098
Fax (301) 608-8721

National Child Care Information Center

A Service of the Child Care Bureau
Administration on Children, Youth and Families
U.S. Department of Health and Human Services
243 Church Street, NW, 2nd Floor
Vienna, Virginia 22180
(800) 716-2242
TTY (800) 516-2242
www.nccic.org

U.S. Department of Agriculture

The Food and Nutrition Service (FNS) in the U.S. Department of Agriculture sponsors a number of food programs aimed at improving the nutritional status of America's children and youth. Services that can be used in before- and after-school and extended learning programs include:

National School Lunch Program, currently used by more than 26 million children in 94,000 school across the country;

School Breakfast Program, currently used by 6.9 million children in 68,000 schools;

Summer Food Service Program, serving more than 2 million children during school vacation periods; the Child and Adult Care Food Program, a year-round nutrition program currently serving 2.3 million children in child care programs;

Special Milk Program, which provides milk to children in schools, summer camps and child care programs when no other federally supported meal program is in operation.

In addition, the Nutrition Education and Training (NET) Program is available to support nutrition education in the food assistance programs listed above. Through its Team Nutrition, Food and Nutrition Services provides schools with nutrition education materials and other support for children and youth and technical assistance for food service professional staffs to assist them in preparing nutritious meals and snacks for children and nutrition-related learning activities. For more information, contact:

USDA Food and Nutrition Service
3101 Park Center Drive, Room 819
Alexandria, VA 22302
703-305-2286
www.usda.gov/fcs

Publications

U.S. Department of Education

Most publications are available, free of charge, by calling 1-800-USA-LEARN or on the Internet at **www.ed.gov**. An asterisk (*) means that the publication is available through the National Library of Education at 1-800-424-1616.

America Goes Back to School Partners' Activity Guide. This packet will help you create your own *America Goes Back to School* event in your local community during the months of August to October to celebrate and launch family-school-community partnerships, making a year-long commitment to better education.

Checkpoints for Progress for Families and Communities
Checkpoints for Progress for Teachers and Learning Partners
These two publications help teachers and learning partners to identify what most children can do in reading and writing at different ages and what most children can read by grade level.

Community Update. This monthly newsletter contains lots of valuable information—examples of what communities across the country are doing to improve schools; listings of resources, services, publications, and upcoming events; and summaries of the latest research in education.

A Compact for Learning: An Action Handbook for Family-School-Community Partnerships. This kit can help you develop and use a compact that outlines the shared responsibilities of families, schools, and others for children's learning. The guidebook and its activity sheets engage partners in a continuous improvement process to build and strengthen partnerships for learning.

Creating Quality in After-School Programs: A Guide to Effective Project Management. This guide provides step-by-step project management guidance for after-school programs, focusing on a core set of indicators from which to manage. The guide, designed for use by grantees of the 21st Century Community Learning Centers program, is available to all after-school programs. {NOT AVAILABLE UNTIL AUGUST 1, 1998}

Employers, Families and Education. Learn about what employers are doing to support their employees' involvement in their children's learning and to support education in their communities.

Family Involvement in Children's Education: Successful Local Approaches. Intended to assist educators, parents, and policy makers as they develop and nurture school-family partnerships, this idea book identifies and describes successful strategies used by 20 local Title I programs that have overcome barriers to parent involvement.

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*Helping Your Child series.** These pamphlets for families address a range of topics, including test taking and teaching responsible behavior as well as learning math, science, and how to write. They may also be useful to after-school staff in designing activities that address the individual needs of children.

Including Your Child. This booklet for parents of children with special needs covers the first eight years of a child's life and gives information that may answer some questions and guide parents in their search for the education and services that will best help their children succeed.

Getting Ready for College Early. This booklet will help families and their children understand the steps necessary to take during the middle and junior high school years to get ready for college academically and financially. The Spanish version of this document, *Preparándose a Tiempo Para la Universidad*, is also available on the Internet at **www.ed.gov/pubs**.

Just Add Kids. This resource directory lists learning partners, reading sites, and other literacy organizations that serve children and their families.

Keeping Schools Open as Community Learning Centers: Extending Learning in a Safe, Drug-Free Environment Before and After School. This guidebook shows the benefits of keeping schools and other community facilities open for children and families beyond traditional operational hours, and it gives practical advice about how to provide access to valuable education resources in public buildings that are safe for children.

*Learning Partners Series.** These booklets show families how they can get involved with their children's learning in a range of areas, from math and reading to homework and using the library. Some contain ideas for after-school learning activities.

Learning to Read: Reading to Learn. This book discusses how families, teachers, and others can help children with learning disabilities to succeed in reading and in school.

New Skills for New Schools: Preparing Teachers in Family Involvement. Developed by the Harvard Family Research Project and released in conjunction with the November 1997 teleconference "Partners for Learning: Preparing Teachers to Involve Families," this report emphasizes the critical role of teacher preparation for the success of family involvement in education.

Parent's Guide to the Internet. Learn about using the Internet as an educational tool, regardless of your technological know-how. This guide suggests how parents can allow their children to tap into the wonders of the Internet while safeguarding them from its potential hazards.

Preparing Your Child for College. This resource book for parents and their children gives practical information about what it takes to go to college and to pay for college.

*Reaching All Families: Creating Family-Friendly Schools** Learn about school outreach strategies to get all families involved in their children's education.

*READ*WRITE*NOW!* Materials in both English and Spanish are available to help children build their reading skills outside of school, especially during the summer months.

Seven Good Practices for Families (poster)

Simple Things You Can Do to Help a Child Read Well and Independently. This booklet provides suggestions for parents, schools, librarians, concerned citizens, community organizations, universities, employers, and members of the media on how to help meet the America Reads Challenge.

Strengthening Your Child's Academic Future. This booklet from the Education Excellence Partnership helps to explain what academic standards are and why they are so important to children's learning.

Strong Families, Strong Schools: Building Community Partnerships for Learning. This report summarizes 30 years of research showing that greater family involvement in children's learning is crucial to providing a good education and a safe, disciplined learning environment for every student.

Summer Home Learning Recipes. These brochures, available for grades K-3, 4-5, 6-8, and 9-12, offer creative ideas for activities families and children can do at home together that build skills in reading, writing, math, and science.

Safe and Drug Free Publications

These and other publications are available free of charge from the U.S. Department of Education by calling 1-800-624-0100:

- *Creating Safe and Drug Free Schools: An Action Guide*
- *Creating Safe Schools: A Resource Collection for Planning and Action*
- *How to Raise Drug-Free Kids*
- *Manual on School Uniforms*
- *Growing Up Drug Free: A Parent's Guide to Prevention*
- *READY SET GO* [Drug Prevention]
- *School Administrators' Violence Prevention Resource Anthology*
- *Success Stories '94: A Guide to Safe, Disciplined, & Drug-Free Schools*

U.S. Department of Justice

Unless otherwise noted, all publications are available free of charge from the:

Juvenile Justice Clearinghouse
National Criminal Justice Reference Service
P.O. Box 6000
Rockville, MD 20849-6000
(800) 638-8736
www.ncjrs.org

Bridging the Child Welfare and Juvenile Justice Systems. Describes four programs that focus on family preservation, delinquency, early intervention, and improving the judicial response to the needs of children. Identifies specific opportunities for increased collaboration among public officials and community leaders (Juvenile Justice Bulletin. 1995. 4 pp. NCJ 152155).

Child Development—Community Policing: Partnership in a Climate of Violence. Describes a unique collaborative program between the New Haven, Connecticut, Department of Police Service and the Child Study Center at the Yale University School of Medicine to address the psychological impact of chronic exposure to community violence on children and families. This program serves as a national model for police/mental health partnerships across the country (Juvenile Justice Bulletin. 1997. 8 pp. NCJ 164380).

Combating Fear and Restoring Safety in Schools. Focuses on the national effort to reach youth who are absent or truant from school because of school-associated fear and intimidation (1998. 16 pp. NCJ 167888).

Combating Violence and Delinquency: The National Juvenile Justice Action Plan. Summarizes innovative and effective strategies designed to reduce juvenile violence and victimization that were developed by the Coordinating Council on

Juvenile Justice and Delinquency Prevention. Identifies eight key objectives that individuals, communities, States, and the Federal Government can support to bring about positive change (Summary. 1996. 36 pp. NCJ 157105).

Conflict Resolution Education: A Guide to Implementing Programs in Schools, Youth-Serving Organizations, and Community and Juvenile Justice Settings. Provides a reference tool that offers both basic information and the experience of experts to assist educators and other youth-serving professionals in building effective conflict resolution education programs. The guide is based on a shared vision that youth of all ages can learn to deal constructively with conflict and live in civil association with one another (Program Report. 1996. 134 pp. NCJ 160935).

Delinquency Prevention Works. Provides a synthesis of the most current information on programs and strategies that seek to prevent delinquency. Summarizes research and evaluation efforts to assist States and jurisdictions in their prevention activities (Program Summary. 1995. 74 pp. NCJ 155006).

Guide for Implementing the Comprehensive Strategy for Serious, Violent, and Chronic Juvenile Offenders. Provides communities with a framework for preventing delinquency, intervening in early delinquent behavior, and responding to serious, violent, and chronic offending. Identifies effective prevention and intervention programs and offers a blueprint for assessing their present juvenile justice system and planning new programs that respond to community needs (1995. 255 pp. NCJ 153681).

Keeping Young People in School: Community Programs that Work. Highlights dropout prevention initiatives, with a particular focus on the Communities in Schools (CIS) initiative and its evaluation conducted by the Urban Institute (1997. 12 pp. NCJ 162783).

Law-Related Education for Juvenile Justice Settings. Assists juvenile justice practitioners in the implementation of law-related education (LRE) programs and includes information on the benefits of LRE programs, their use as prevention and intervention tools, and how to design and implement an LRE curriculum and program (1993. 173 pp. NCJ 147063. $15.00 U.S.).

Matrix of Community-Based Initiatives. Presents, in narrative and graph format, a collection of major public and private comprehensive community-based violence prevention and economic development initiatives that can assist in delinquency prevention efforts (Program Summary. 1995. 51 pp. NCJ 154816).

Mentoring—A Proven Delinquency Prevention Strategy. Presents the results of an independent evaluation of the Nation's oldest and largest mentoring program, Big Brothers/Big Sisters of America. The study found that mentored youth were less likely to start using drugs or alcohol, were less assaultive, skipped fewer days of school, and had better relationships with their parents and peers than similar youth without a mentor (Juvenile Justice Bulletin. 1997. 8 pp. NCJ 164386).

OJJDP and Boys and Girls Clubs of America: Public Housing and High-Risk Youth. Describes successful delinquency prevention initiatives developed and implemented by OJJDP and the Boys and Girls Clubs of America, including Targeted Outreach, SMART Moves, and the Drug Demand Reduction Program (Update on Programs. 1991. 5 pp. NCJ 128412).

Peer Justice and Youth Empowerment: An Implementation Guide for Teen Court Programs. Offers juvenile justice agencies baseline information to help them develop, implement, and enhance teen court programs as a viable alternative for juvenile offenders in their communities. Appendices include model teen court programs, sample resources for program development and implementation, and sample volunteer and program evaluation resources (1996. 285 pp. NCJ 162782).

Preventing Crime and Promoting Responsibility: 50 Programs that Help Communities Help Their Youth. Presents a planning process, selected programs, and resources to assist community efforts in preventing youth crime and violence (1995. 96 pp. NCJ 158622).

Reaching Out to Youth Out of the Education Mainstream. Describes a new effort to reduce the number of juveniles who leave school prematurely and who are at risk of delinquency because they are truants or dropouts, afraid to attend school, suspended or expelled, or in need of help to be

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reintegrated into their mainstream school from the juvenile justice system. This Bulletin introduces a series of OJJDP Bulletins focusing on effective programs and innovative strategies to reach these children (Juvenile Justice Bulletin. 1997. 12 pp. NCJ 163920).

Sharing Information: A Guide to the Family Educational Rights and Privacy Act and Participation in Juvenile Justice Programs. Provides basic information on the Family Educational Rights and Privacy Act (FERPA) for elementary and secondary education professionals and those involved in the delivery of services to juveniles, including students involved in the juvenile justice system (1997. 52 pp. NCJ 163705).

Truancy: First Step to a Lifetime of Problems. Discusses truancy as a major problem in this country, both for youth and society. Highlights seven communities whose truancy reduction programs are achieving good results through innovative approaches that involve schools, law enforcement, families, businesses, judicial and social service agencies, and community and youth service organizations (Juvenile Justice Bulletin. 1996. 7 pp. NCJ 161958).

YES in Action. Offers an in-depth description of the history and structure of the Youth Environmental Service (YES) program, as well as a detailed description of six diverse pilot programs. Designed for policymakers and practitioners who want to learn more about YES (Program Summary. 1996. 38 pp. NCJ 159762).

YES Technical Assistance Package. Assists youth service agencies and Federal land managers in developing a Youth Environmental Service (YES) program. Describes the steps involved in becoming a site and explains how to obtain Federal technical assistance during startup and implementation.

U.S. Department of Health and Human Services

Understanding Youth Development: Promoting Positive Pathways of Growth. This publication examines the factors that influence adolescent development and provides a brief overview of strategies that might help communities support young people moving from adolescence to adulthood. A companion piece to *Reconnecting Youth & Community: A Youth Development Approach,* this report provides the theoretical underpinning of the youth development approach.

National Clearinghouse on Families and Youth Publications

Supporting Your Adolescent: Tips for Parents. This brochure offers parents a general framework for understanding and supporting their child during adolescence. It also provides guidance on recognizing signs that children might need help, locating and interacting with community resources that assist youth, and supporting children who are in trouble with the law. (Also available on audio cassette and in Spanish.)

Reconnecting Youth & Community: A Youth Development Approach. This publication provides guidance to youth services providers, community leaders, and policymakers about how they can help communities shift from a problem-focused approach to serving youth to a community-youth involvement model. Reconnecting Youth & Community provides an overview of youth development and offers strategies for implementing a youth development approach at the local level. It also provides steps for implementing a campaign to promote positive images of young people and ideas for involving youth and the community in that process. Also available on audio cassette.

U.S. Department of Treasury

Investing in Child Care: Challenges Facing Working Parents and the Private Sector Response (1998). This report discusses what businesses can do to promote access to affordable, high-quality child care for their employees, including after-school programs.

Acknowledgments

This document represents the efforts of many educators and community representatives on the front lines of providing before- and after-school and summer enrichment opportunities for children across America. We wish to thank them and all the programs that shared their stories with the Partnership for Family Involvement in Education.

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APPENDIX B

EMPLOYEE CHILD CARE SURVEY

Sponsored by the Employers' Child Care Alliance

General Information Name(Optional)______________________

1. Are you ______male or ______female?

2. What best describes your work schedule?(check all that apply)

____7a-3p ____8a-5p
____3p-11p ____Weekend
____11p-7a ____Other(Please explain)__________________________

____

Child Care Needs Assessment

3. How many children do you have in the following age groups?

#___________Under 1 year
___________1-2 years old
___________3-5 years old
___________6-8 years old
___________9-13 years old

4. Below are some common problems experienced by parents who need or use child care. If you have had problems/concerns in any of these areas in the past year, circle the appropriate number or "not applicable"(N/A).

	no problem	minor problem	major problem	
Cost of care	1	2	3	
Convenience of location	1	2	3	
Quality of care	1	2	3	
Scheduling to match work hour needs	1	2	3	
Dependability of care	1	2	3	
Finding care for mildly ill child	1	2	3	
Finding temporary/emergency care	1	2	3	
Finding care for special needs child	1	2	3	N/A
Finding care for child under 1yr	1	2	3	N/A
Finding care for child 1-2 years	1	2	3	N/A
Finding care for child 3-5 years	1	2	3	N/A
Finding before/after school care for 6 to 9yrs	1	2	3	N/A
Finding before/after school care for 10 to 13yrs	1	2	3	N/A
Finding summer/holiday care for 6 to 9 yrs	1	2	3	N/A
Finding summer/holiday care for 10 to 13 yrs	1	2	3	N/A

Other(describe)____

5. If you are currently paying for child care, what is the total weekly amount you are paying?
$_____________during school year;$_________during summer months

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6. What type of care are you currently using?(check all that apply)

________spouse
________family day care home
________child care center
________other relative
________unrelated person in your home
________other

7. What type care would you prefer?

_______family day care home
_______other(Describe)________________________________
_________child care center

8. How many times have you changed your child care arrangements in the past 2 years?_________
Why?(check all that apply)

__________cost
__________quality
__________other(Please Explain)______________________________
_________location
_________dependability
_________available hours
_________child's developmental needs

9. Are you considering changing your current child care arrangement? If so, why?(check all that apply)

__________cost
__________quality
__________other(Please Explain)______________________________
_________location
_________dependability
_________available hours
_________child's developmental needs

10. Sometimes, child care arrangements affect parents at work. During the past year, have you had difficulties related to child care in any of the following areas?(circle the number or N/A).

	no problem	minor problem	major problem	
Ability to concentrate on work	1	2	3	
Disruption of your work	1	2	3	
Arriving at work on time	1	2	3	
Staying as late as desired/needed	1	2	3	
Taking training(after work hours)	1	2	3	N/A
Returning to work after birth of child	1	2	3	N/A
Traveling for the job	1	2	3	N/A

Other(Please Describe)____

11. Would you ever consider quitting your job because of child care difficulties?
__________yes ________no

12. Please list the city/county in which you need child care services.
____

13. Please list comments or other child care concerns not covered in this survey
____
____
____

THANK YOU FOR TAKING THE TIME TO ANSWER THESE QUESTIONS.

Parts of this survey were adapted from employer Supported Child Care by S. Brud, P. Aschbacker, and J. McCroskey(Dover, Mass. Auburn House)

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Lee County Work Force
Child Care Needs Assessment Survey

Overview

SAMPLE

- Approximately 5,000 surveys distributed to employees of 16 Lee County employers.
- 1,910 completed surveys (54% female) (completion rate 36%)
- 899 with children under 13 in home (57% female)
- 1,631 children in these 899 homes (# of children range 1-8, X = 1.7)
- Children's age breakdown: 1-2 years 315; 3-5 years 358; 6-13 years 958

SUMMARY

Of the 1,910 employees, 53% reported that in the past year their work had been made more difficult by their co-workers child care problems.

All of the following information utilizes data only from the 899 respondents with children in their home:

Employees' Problems Finding Child Care.

work shift:	scheduling to match work hour needs	finding care for mildly ill child	finding temporary/ emergency care	finding care for infants and toddlers	finding care for preschool age child	finding care for child age 6-9	finding care for child age 10-13
8am - 5pm	47%	58%	57%	48%	36%	47%	55%
3pm-11pm	78%	54%	60%	67%	58%	67%	61%
11pm-7am	81%	57%	63%	72%	59%	67%	61%
weekend	81%	56%	62%	70%	57%	68%	60%
overall	62%	63%	64%	56%	45%	59%	53%

Concerns about Quality of Child Care

- Quality was reported as a problem by 58% of respondents served by child care centers or family day care homes.
- Only 3% of respondents earning less then $20,000 a year indicated a problem with quality.
- Only 13% of respondents who reported problems finding child care indicated a problem with quality.

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This suggests that employees who have difficulty finding or paying for child care can not focus on the quality of care. Considering the large number of persons in Lee County who report problems finding and affording child care, it is possible that the percentage of employees having problems with the quality of child care is under estimated.

Child Care Difficulties and Work

Eighty three percent (83%) of female and 79% of male reported at least one problem at work due to child care problems.

Problems at work due to child care difficulties:	All	utilize child care center / family day care home
Ability to concentrate	56%	59%
Disruption of employees' work	57%	64%
Arriving at work on time	54%	57%
Staying at work as long as desired/needed	68%	74%
Taking training (after work hours)	43%	49%
Returning to work after birth of child	20%	30%
Traveling for the job	25%	21%

Impact on Career Choices

Fifty four percent (54%) of employees with children indicated that they would consider quitting there job because of child care difficulties. This was evenly split between males and females. Problems noted by those who would consider quitting their job:

Problem	% who would consider quitting their job:
Cost of child care	78%
Quality of child care	60%
scheduling to match work hour needs	71%
Dependability of child care	54%
Finding care for mildly ill child	61%
finding care for child under age 13	73%

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The survey was mailed out to over 2,000 business and community leaders and service providers in October 1996

1996 COMMUNITY NEEDS ASSESSMENT
United Way of Lee County/Lee ServeCo
Junior Service League of Lee County
Lee Interagency Family Enterprise (L.I.F.E.)
SUMMARY OF RESPONSES

I What are the three most serious problems facing our community? (Summary of most often mentioned problems.)

1. CRIME AND VIOLENCE (INCLUDES YOUTH VIOLENCE)
2. DRUG AND ALCOHOL USE AND ABUSE
3. PARENTING/LACK OF CHILD NURTURING, SUPERVISION
4. TEEN PREGNANCY
5. CHILDREN & YOUTH CONCERNS/LACK OF ATTENTION TO PROBLEMS, CHILD CARE, YOUTH ACTIVITIES

II Please answer questions A and B about the following list of problems and concerns about our community.	A. What is the intensity of the problem in Lee County? (as a percent)					B. To what extent is the problem being addressed by our community?				
	A	B	C	D	E	F	G	H	I	J
	Serious Problem %	Somewhat a Problem %	Total* (A + B) %	Not a Problem %	Don't Know %	Adequately %	Somewhat %	Total* (F + G) %	Not at all %	Don't Know %
1 Lack of positive parenting/nurturing for children's healthy growth and development	48	45	93	2	5	4	61	65	15	20
2 Concern for safety in many neighborhoods, streets, shopping areas, parking lots, etc.	30	63	93	6	1	9	71	80	9	11
3 Violence among and committed by children and youth	60	31	91	3	6	4	55	59	19	22
4 Crimes such as auto theft, burglary, and robbery	36	54	90	5	5	18	54	72	10	18
5 Child abuse and neglect	42	43	85	3	12	5	66	71	8	21
6 Alcohol/drug abuse among adults	40	45	85	2	13	6	47	53	18	29
7 Alcohol/drug use and abuse among youth	55	30	85	2	13	7	54	61	15	24
8 Supervision of children/youth outside school hours	34	50	84	5	11	5	57	62	18	20
9 Children growing up in single−parent homes	54	30	84	8	8	7	50	57	17	26
10 Teenage pregnancy	59	25	84	2	14	5	53	58	14	28
11 Crimes such as rape, murder & assault	24	59	83	12	5	19	54	73	10	17
12 People not being able to pay for the basic necessities like food, shelter, and clothing	14	66	80	15	5	16	60	76	10	14
13 Low self−esteem among children and youth	17	61	78	8	14	9	48	57	12	31
14 Discipline in schools	43	34	77	11	12	18	41	59	16	25 (1)

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	A	B	C	D	E	F	G	H	I	J
	Serious Problem	Somewhat a Problem	Total* (A + B)	Not a Problem	Don't Know	Adequately	Somewhat	Total* (F + G)	Not at all	Don't Know
15 Substandard housing such as over-crowding and run-down conditions (plumbing, etc.)	18	58	76	15	9	14	57	71	10	19
16 Spouse abuse and domestic violence	21	53	74	4	22	13	52	65	5	30
17 People not being able to pay for and/or not receiving adequate preventive and general health care	29	44	73	13	14	11	46	57	17	26
18 Lack of coordination of community resources and services for greater accessibility and more efficient use	24	49	73	12	15	11	51	62	11	27
19 The number of people who cannot read and write	25	46	71	4	25	13	54	67	4	29
20 Emotional/psychological problems of children and youth	32	39	71	8	21	8	50	58	7	35
21 School dropouts	20	48	68	3	29	4	36	40	15	45
22 Lack of development of new skills for unemployed and underemployed residents	20	48	68	17	15	14	47	61	12	27
23 The spread of sexually transmitted disease	36	29	65	6	29	8	42	50	18	32
24 Lack of affordable housing	15	46	61	25	14	18	42	60	14	26
25 Racial injustice and discrimination	20	41	61	32	7	19	45	64	18	18
26 Quality/availability of childcare for working parents	21	39	60	26	14	17	47	64	12	24
27 Lack of youth programs such as recreation and character development	30	29	59	38	3	26	44	70	15	15
28 AIDS education and/or treatment	16	43	59	18	23	19	44	63	6	31
29 Lack of transportation services for needy families	19	37	56	29	24	14	40	54	10	36
30 The quality of education	15	36	51	46	3	43	34	77	8	15
31 Difficulty for unemployed in finding a job	12	38	50	42	8	27	34	61	13	26
32 Abuse and/or neglect of the elderly	11	36	47	20	33	16	33	49	10	41
33 Infant mortality	8	37	45	16	39	13	35	48	2	50
34 Lack of services for the physically handicapped/disabled	3	40	43	32	25	25	41	66	3	31
35 Homelessness	4	34	38	29	33	19	29	48	9	43
36 Lack of services for the mentally ill	5	24	29	33	38	21	29	50	2	48

(2)

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APPENDIX C

Keeping Schools Open as Community Learning Centers:

Extending Learning in a Safe, Drug-Free Environment Before and After School

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The National Community Education Association
The U.S. Department of Education
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The U.S. Department of Education invites you to send us descriptions of your community's efforts to provide safe and enriching learning environments before and after regular school hours. Please send these examples of Community Learning Centers to:

Partnership for Family Involvement in Education
600 Independence Avenue, SW
Washington, D.C. 20202-8173

For copies of this document and more information on the Partnership for Family Involvement in Education, call 1-800-USA-LEARN or visit the Department's web site at <www.ed.gov>.
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[Executive Summary]

Keeping Schools Open As Community Learning Centers--July 1997

Financing a Community Learning Center

While some schools and communities may recognize the benefits of extending learning through Community Learning Centers, they may think that such an enterprise is too costly or too complicated. This is not necessarily so.

Costs for after-school and summer programs vary widely, based on the type of activities and services offered, the times that the program operates, whether transportation and materials are required, the experience of the staff, and the number of skilled volunteers. Salary figures for staff vary since factors such as geographical location and program size, as well as staffing patterns and job descriptions, cause great discrepancy.

Summer Learning Fills a Gap

When a state tax-cutting initiative reduced summer school funding, parents in San Diego established their own summer enrichment program for students in grades 1-12. The Gateways program, which enrolls 2,000 students, offers challenging educational opportunities for students who have mastered basic courses.

Gateways offers two three-week sessions every summer; students can register for up to four classes a day. Most classes focus on science and the arts, with topics that include stained glass design, how to get published, and fencing, in addition to physics, computer programming, and rocketry.

A core group of teachers participates in Gateways every year to them, the program is a chance to work with highly motivated students and develop courses on topics not typically offered during the school year. Students see the program as a chance to experiment with academically challenging topics without fear, because they do not receive grades for the summer courses.

The program rents 55 classrooms from the school district; most students pay $75 per class, although scholarships and work-study arrangements are available. Teachers earn $386 per class, and 66 student assistants earn $6 an hour. Gateways spends about $30,000 a year on supplies.

Experts agree that while there are wide variations in staff salaries, hours, benefits, and qualifications, it has generally been true that where staff are paid reasonably and given benefits and other financial incentives, quality staffing is the result. The use of work-study students, interns, senior citizens, and other volunteers can lower program costs, but many programs find that in order to maintain the quality they are striving to achieve, volunteer and low-cost labor is an important but complementary asset to hiring a highly qualified staff.

Because extensive variations in circumstances make it difficult to establish "typical" program costs, the experience of some programs can serve as a guide (see "Sample Costs and Funding for Three Successful Programs" below).

Programs have many options to meet costs. Many charge minimal fees, which offset some costs but are kept low enough to make programs accessible to all families in the community, or use a sliding-fee scale based on income. Programs usually rely on a mix of local, state, and federal government funding (including Title I of the Elementary and Secondary Education Act which offers extra help in basic skills such as reading and math and funds from the Safe and Drug-Free Schools and Communities Act -- both of which are funded by the U.S. Department of Education, and the newly established Child Care and Development Fund originating from the U.S. Department of Health and Human Resources) and often are able to acquire competitive public or private grants by providing specific services. Some form partnerships with youth organizations (e.g., Boys and Girls Clubs, YMCAs, Junior Achievement, and Girl Scouts). Some encourage parents to volunteer their time in a cooperative arrangement; some give families a discount for free after-school sessions in proportion to the time they volunteer to help with the after-school or summer program (see Appendices A and B for more details on program costs and financing Community Learning Centers).

Sample Costs and Funding for Three Successful Programs

St. Louis Public Schools (MO)	**Murfreesboro Schools (TN)**	**The Virtual Y, New York City (NY)**
Serves: 16 school-based Community Education Centers serve 44,000 residents each year. An average site serves 1,500 kids per year, and an average of 70-90 kids each day	***Serves:*** 9 elementary schools, with a total enrollment of 5,400 (K-8). 80 percent of the kids participate during the year; 500-600 of Cason Lane Academy's 950 kids participate every day	***Serves:*** Will operate in 240 schools, serving over 10,000 students. Fifty 2nd-4th graders per school will participate daily
Offers: Tutoring, arts and recreation, adult classes, drug-prevention programs.	***Offers:*** Optional full-day schedule, enrichment, arts and recreation	***Offers:*** Homework assistance, tutoring, values and substance abuse education, arts and recreation; focus is on literacy
Funding: Fees for adult classes; HUD block grant; school board supplement	***Funding:*** Regular budget plus grants plus fees of $1.25/hour plus materials	***Funding:***Private sponsors for direct and administrative costs
Year Total: $102,250 per site	***Year Total:*** $200,000 at Cason Lane Academy	***Year Total:*** $25,000 per site + administrative costs shared by all sites

How One Community Learning Center Funds its Program

Ankeny Community Schools, IA

The Community Education Department serves 5,000 students (K-12) and a community of 25,000. Programs are offered for all ages in nine Ankeny public schools and one community resource center. The estimated budget profile for the community learning center at Westwood Elementary School is as follows:

1.	Part-time Community Education Coordinator	salary	$20,000
		fringe	$5,500
2.	School-Age Child Care Program (100% funded by user fees)		$68,000
3.	After-School Enrichment Program (100% funded by PTA and registration fees)		$17,000
4.	Adult Education Classes (100% funded by registration fees)		$7,500
5.	Ankeny Substance Abuse Project Prevention presentations, staff/student/family direct client services; 25% funded by Safe and Drug-Free Schools and Communities Act, 75% funded by local voluntary contributions (No fees are charged to participants)		$8,000
6.	Ankeny Family Advocacy Project Attendance and truancy program; juvenile court liaison, in-home family counseling services, prevention program to reduce tobacco use, absenteeism, poor parenting, crime, violence, interaction with gangs (No fees are charged to participants)		$8,000
7.	City Leisure Service Youth and adult recreation programs during evenings and weekends; 15% funded by city, 10% by schools, 75% by fees		$14,000
8.	Community use of Westwood facilities		$22,000

YMCA, Scout groups and youth-serving organizations. Adult-Church-Community-Business requests for local, non-profit purposes, private use reservations, 50% funded by schools, 50% funded by rental fees

9. Other programs unique to Westwood each year	$3,000
Total program and administrative budget each year	$173,000

Stretching Dollars: The Alabama Model for State and Federal Funds as Seed Money

Alabama's Community Education Program uses a combination of federal, state, and local funds to develop extended-day programs in public schools. During the 1995-96 school year, Alabama spent $811,296 in state funds in community education, with the majority of it going as salary supplements for local community education coordinators in 62 different school systems. Each local system develops its program around its needs, which generally include areas such as services for preschool children, at-risk youth, community relations, community involvement, business partnerships, parent training and involvement, and extended-day/extended-year programs.

The State Department of Education administers the Federal Dependent Care Grant of approximately $205,000 and makes grants to local school systems to plan, develop, or expand extended-day programs. Thirty-two systems received funds, with the vast majority being operated through the local community education program.

Each coordinator oversees several schools or community areas. In 1994-95, the programs generated more than $9 million in local funds through fees and grants. As reported by the local programs, generated funds allow the local system to provide additional extended-day opportunities, and tutoring programs for children and youth at risk, as well as training and involvement programs for parents.

There are several funding and cost saving strategies that Community Learning Centers can undertake to make the most out of limited resources.

- **Utilize Federal Work Study College Students.** President Clinton and Secretary Riley have proposed that more than 100,000 college work study students be made available to help with tutoring in schools and that, if they help with reading in elementary schools, the required local match for their salary be waived.
- **Link Existing Programs.** Some programs, such as youth and sports leagues, may already exist in the community. Linking these programs to a Community Learning Center benefits both partners. The learning center expands the services it offers, and the program acquires meeting and practice space, gains improved access to its participants, and eliminates transportation

costs.

- **Recognize Eligibility for Many Types of Funding.** Many programs provide an array of services, and are therefore eligible for several kinds of funding. A program which provides after-school care, drug education, and recreational opportunities may meet the criteria for funding in each of these areas. By running a multi-faceted program on school grounds, providers lower costs, and funding for each service goes further.

- **Save and Reallocate Funds.** Funding can be reallocated from areas where it is no longer needed. For example, when the school day was extended to match the parents' work day, schools in Murfreesboro, Tennessee found that many parents preferred to pick up their children themselves after the extended day program. The savings in transportation funding that was no longer needed for these students was reallocated to the program.

- **Rent Out Unutilized Areas.** Some spaces can be rented out to community groups.

- **Shift Staff Hours During the Regular School Day.**Rather than hire new personnel or extend staff hours, some schools use flex-time scheduling or relieve teachers during lunch and recess periods with lower-cost support personnel and volunteers. This allows expert personnel to be available during extended hours to offer specialized instruction, such as intensive reading services and other academic help.

Twilight Family Learning Center
Elk Grove Unified School District, California

The Twilight Family Learning Center program opened at one year-round elementary school in 1993. Today there are Twilight Centers at four large elementary schools in the district. All the schools that house Twilight Learning Centers are open year round (as are the Centers) and have school-wide Title I programs; however, all district students and their parents are welcome to attend the programs. The centers offer K-12 homework/tutoring activities, pre-school classes, and a variety of classes for adults on Tuesday, Wednesday, and Thursday, from 4:00 to 7:00 p.m. All the programs emphasize literacy development, and many of the participants are recent immigrants. The activities generally focus on improving student performance through parent involvement, but there is a special emphasis on helping language minority students and their families.

The activities the Centers offer are loosely structured. The largest of the three Twilight Center programs provides students in grades K-12 help with homework and tutoring. Students work in groups of 20 and are supervised by a certified teacher, a teaching assistant, a high school or college volunteer, and a community or parent volunteer. Students who are off-track can participate in reading or math activities at special activity tables and teachers lead younger children in literacy development activities on the stage of the multipurpose room. Pre-school-aged children attend classes based on the Head Start model and focused on pre-reading activities in the schools' kindergarten room. Parents can choose from a variety of classes including ESL (there are large Vietnamese and Latino populations in the district), citizenship, parenting, and adult education classes in the school's classrooms. All participants take a break at 5:30 to eat soup donated by Campbells, a large local employer.

On a typical night, the four Twilight Learning Centers attract a combined total of 800 students, parents, and pre-school children. All classes maintain a 1:20 teacher to student ratio. In addition to the certified teachers, each group of 20 students is joined by high school student volunteers, interns from two local universities (the University of California at Davis and California State University at Sacramento), AmeriCorps volunteers, and community volunteers. Eighty percent of the program funding is from Title I. Additional funding comes from the Gifted and Talented program and emergency immigrant program funds.

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[Extending Learning Time: Creating Safe Havens for Learning] PREV UP NEXT [How to Open Schools for Extended Learning and Safety After Hours and During the Summer]

Keeping Schools Open As Community Learning Centers - July 1997

Appendix A
What Are Typical Costs?

The major costs most programs incur fall into three categories: *Fixed Costs* (the costs to "get the doors open"), *Semi-Variable Costs* (costs that depend somewhat on the size, scope, and hours of the program, but also involve some fixed attributes), and *Variable Costs* (costs that depend on the size, scope, and hours of a program).

Fixed Costs

- **Utilities and rent:** Most school-based programs are not charged for use of the building. To allow for custodial work, most schools typically stay open, lighted, and heated or air conditioned during the hours immediately after school. Schools which are not usually open for the summer may pay some additional costs.

- **Maintenance and custodial service:** Most programs pay custodians for extra hours of work; in many areas this involves paying overtime rates.

- **Administration and planning:** Depending on the extent of the program, a full- or part-time coordinator may be needed. Existing staff members may receive salary supplements for their extra time, while the salary for a new full-time staff member may be between $30,000 and $60,000 per year.

Semi-Variable Costs

- **Support and instructional staff:** The cost of support and instructional staff varies greatly according to the program's size and geographical location, staffing structures, and individual job descriptions. Some programs pay $20 per hour for part-time staff after school, or supplement the salaries of existing staff members to make them available during extended school hours. Programs can also complement their staffs by utilizing college work-study students or other paid college students (many programs pay around $6.50 per hour), senior citizens, interns, parents, AmeriCorps participants, or other volunteers. College work-study students who tutor younger children to read may be available at virtually no cost to after-school, weekend, and summer programs.

Variable Costs

- **Materials:** These costs are the most variable because of the range of possible offerings. Participants typically pay for materials at cost for art and recreation programs. Tutoring programs are very inexpensive and may not require any additional materials, although training and coordination of the tutors are important. A modern computer lab could create a one-time cost of more than $40,000.

- **Transportation:** Many programs report paying few additional costs for transportation: some parents are able to pick up their children after school when the school day is extended to match the parents' work day, or in heavily populated urban areas, students may already walk to and from school. Programs that do provide transportation report that costs vary according to how many kids participate and how geographically dispersed they are. After-school transportation costs for two schools in high-cost suburban areas are around $25 per hour for bus drivers and $1.00 per mile (which includes fuel and maintenance). School buses usually accommodate 45-60 elementary-age children. If, for example, a bus covers a 30 mile area and drives for an hour, the per child cost would be about $1.00 per trip.

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[Other Federal Resources that Can Support Community Learning Centers] PREV UP NEXT
[Appendix B: A Community Learning Center Budget Worksheet]

Keeping Schools Open As Community Learning Centers - July 1997

Appendix B
A Community Learning Center Budget Worksheet

The budget worksheet on the following page can provide a useful guide to financing a program. The top half of the worksheet provides an itemized list of common expenses associated with establishing and operating a program. Space is provided for listing potential resources; some items and services can be donated, while others may have no cost. For example, a local company may donate printing services, and focus groups may not generate any cost if they are run by parents and the school. The bottom section of the worksheet allows for source-by-source accounting of funding.

Budget Worksheet

Major items to consider:	**Estimated cost:**	**Potential resources:**
Planning and Development		
Community needs assessments		
Focus groups		
Public opinion polls		
Staff time		
Printing/Publicity		
Building/modifying space		
Recruiting and developing staff		
Sub-Total: Start-up Costs		
Operation		
Program materials		
Salaries Instructional staff		
Salaries Administrative staff		
Office supplies		
Custodial services		
Transportation		
Utilities		

Telephones and Fax machines		
Computer systems		
Insurance		
Sub-Total: Operating Costs		
TOTAL COST:		

Potential funding sources:	**Estimated Contribution:**
Local government	
School district	
State grants	
Federal grants	
Foundations	
Parent/teacher organizations	
Local civic and service clubs	
Local businesses	
Tuition and user fees*	
Other	
TOTAL REVENUES:	

***Note: Participation must be affordable for families in the community. Be careful of fees that are too high and therefore inaccessible to families whose children may be most at-risk of academic failure.**

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[Appendix A: What Are Typical Costs?] [Appendix C: Build Consensus and Partnerships]

BRIDGES
EMPLOYMENT CHECKLIST

For employee's information:

- ☐ BRIDGES Operating Policies
- ☐ Employment Policies
- ☐ Minimum Standards
- ☐ Appointment Statement
- ☐ Job Description
- ☐ BRIDGES Manual - Administrative and Resource Guide

Required for employer's records:

Job Application
- ☐ (3) Written References
- ☐ Verification of Training
- ☐ Physician's Statement dated within six months of employment and results of a tuberculin skin test (form provided)
- ☐ Signed statements regarding criminal offenses, child abuse/ neglect allegations, treatment for drug/alcohol abuse and mental health counseling or treatment
- ☐ Central Registry Clearance
- ☐ Appointment Statement
- ☐ Signed statement that you have read and understand personnel and operating policies and Minimum Standards and agree to adhere to them.

Withholding/Employment Forms:
- ☐ A-4
- ☐ W-4
- ☐ I-9

BRIDGES
ENROLLMENT CHECKLIST

Child's Name ____

___ Complete Registration Form
___ Signed Parent Agreement
___ Signed Release/Authorization Form
___ Parents given operating policies
___ Student Interest Form

___ Registration Paid
___ Weekly Fees Paid
___ Emergency card
___ T-Shirt Size
(adult or child)

Please answer the following questions with Yes or No:
___ Does your child have a library card?
___ Is your child a competent swimmer?
___ Do you plan to purchase a Water Park pass?

Does your child have any allergies which cause reactions? (Insect stings, medications, food, etc.) If yes, please explain:

Does your child have any special needs or challenges that you would like to make staff aware of? If yes, please explain:

Are there any special interests, hobbies, or anything else you would like to share with a group this summer? If yes, please explain:

BRIDGES

ACTIVITY AND EMERGENCY CONSENT

Please initial each box, indicating that permission is granted by you for your child to participate.

I hereby grant permission for my child to:

____Use all play equipment and participate in all of the activities at the center.

____Leave the center premises under proper supervision for neighborhood walks or for field trips in an authorized vehicle.

____Be included in evaluations and pictures connected with the center's program.

____Participate in swimming and water related activities.

Medical:

____I hereby grant permission for the director or acting director to take whatever steps that may be necessary to obtain emergency medical care for my child if warranted. These steps may include, but are not limited to, the following:

  ______Attempt to contact the parent or guardian.

  ______Attempt to contact the child's physician.

  ______Attempt to contact the parent through any of the persons listed on the emergency card filled out by the parent.

  ______In the event that these are unsuccessful:

Call another physician
Call the paramedics
Have the child taken to the emergency room

____I understand that any expense incurred under #4 above will be borne by the child's family.

____I give permission for my child to be given Tylenol or Tempra if needed.

Child's Name____________________________________

Parent's Name____

Parent's Signature_______________________________________

Date______________

BRIDGES-EMERGENCY CARD

Child' Name____________________________Birth Date____________________

Parent/Guardian's Name____

Address____

Home Phone______________________

Parent Workplace, Location, Phone Number:

Father____

Mother____

Whom to call when, in an emergency, parents cannot be reached:

(Name)	(Relationship)	(Phone)
(Name)	(Relationship)	(Phone)

Child's Physician__________________________Phone______________________

List any information about your child including allergies, special needs, medications, etc.

The following persons may pick up my child (other than parents or legal guardian):

Name_____________________________ Phone____________________________

Name_____________________________ Phone____________________________

Name_____________________________ Phone____________________________

Name_____________________________ Phone____________________________

WELCOME TO BRIDGES!

Dear BRIDGES participant,

We want to plan activities that will be fun and exciting for you! Please check two activity areas that you are most interested in participating. The activities offered will change, and you will also have the opportunity to help us think up new ones.

Name___________________________________ Age______

___PERFORMING ARTS
    Dancing
    Drama
    Puppets
    Making masks
    Music and movement
___ARTS AND CRAFTS
    Visiting a studio
    Painting and Drawing
    Ceramics/Pottery
    Projects and crafts
___COOKING
    Following a recipe
    Making up recipes
    Cooking for the group
    Visiting a chef
___BABYSITTING/CHILD CARE
    First aid and safety
    Games and activities
    Rules and behavior
___COMMUNITY SERVICE
    Helping the elderly
    Litter control
    Phone line for latch-key kids
    Helping at a day care center

___JOURNALISM/MEDIA
    Newspaper writing
    Creative writing
    Reading
    BRIDGES newsletter
    Movie making
___OUTDOOR ADVENTURES
    Hiking and camping
    Survival and First Aid skills
    Outdoor activities
    Environment
___ARCHITECTURE/WOODWORKING
    Making blueprints
    Building from your plans
    Experimenting with tools
    Visiting an architect
___SPORTS AND GAMES
    Basketball
    Soccer and other ball games
    Indoor quiet games
___SCIENCE
    Ecology
    Outer space
    Bugs and animals
    Chemicals

Please list any other activities you would like to help develop:

____

BRIDGES

Parent Agreement

The program will be open from 6:30 a.m. until 6:00 p.m. Monday through Friday, beginning June 3, 1998 and extending through August 18, 1998. The program will be closed July 3.

- The weekly rate of $______will be paid in advance for each week's care (due on Friday).
- There is an additional fee for each week's field trip, also due on Friday. (Parents may choose to pay $70 per week, and all field trips will be covered.)
- There is also a registration fee of $______which must be paid at enrollment.
- Receipts will be given for cash payments or upon request.
- Refunds are not given for center holidays or days the child is absent.

> Exception: For the summer program, if a family wishes to take a week's vacation and the child plans to be absent from the program, the registration fee may be applied to that week's fees.
>
> ________________________ Dates of week's vacation from the program.
>
> If the registration fee is not used for a week's vacation, it can be applied to the last week's fees.

Parents who arrive at the center after the closing time must pay a late fee at the rate of $5.00 per quarter hour. This should be paid directly to the staff person; a receipt will be given.

Sick care is not available. Children should not come to the center with fever, coughs, or any symptoms of contagious illness. Children who become ill during the day must be picked up immediately upon notification. If a child is ill with a contagious illness, parents should contact the program director with this information.

A two week's notice to the director is required to withdraw a child from the program. Parents are responsible for the fees for these two weeks, whether services are used or not. If it is necessary for the center to remove a child from the program, parents are not liable for fees after the week of such notification in writing.

I (we), the parents/guardians of the minor child hereby release, indemnify and hold BRIDGES, its agents, employees and those working in concert therewith, harmless from all claims, damages, and liabilities for injuries to or damages by my child which are not the results of gross negligence by BRIDGES or its employees.

I (we) understand and agree to abide by the information given above and other policies and procedures as stated in the parent handbook. I also understand that I will be notified in writing of any changes that must be made in these policies.

PARENT(S):____ DATE: ______________

DIRECTOR:____ ____________________

BEST COPY AVAILABLE

Weekly Attendance Record

Week of: ______________ to ______________, Year: ____________

NAME	MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY		
	in	out	in	out	in	out	in	out	in	out	total

ACCIDENT REPORT

Name ______________________ Age ___ Location _________

Date _________ Time __________

Type of injury ____

Describe the incident (who, what, when, where, how). ______________________

____

____

Staff members present (name and position) __________________________

____

Additional witnesses _______________________________________

Was any first aid given? If yes, please detail. ____________________

____

Person(s) notified (circle all that apply):

program administrator parent(s) physician/clinic hospital

Did the injured person receive medical care? If yes, please describe. _________

____

____

Action taken (circle one):

sent home called 911 sent to hospital name of hospital _______________

What measures could be taken to prevent a similar accident? _______________

____

Staff signature __________________________ Date ____________

Program Director signature __________________ Date ____________

BRIDGES

FIELD TRIP PERMISSION SLIP

My child, ______________________________, has my permission to take the trip described below.

Date ___________________________ Time_________________________

Place____

Purpose of trip____

Adults accompanying the group:

____

____

____

Notes

____

____

____

I understand the arrangements and believe the necessary precautions and plans for the care and supervision of the children during the trip will be taken. Beyond this, I will not hold the center responsible.

Signature of parent/guardian________________________________

****

For additional forms, please see Forms Kit For Directors: (Every form you ever wanted to copy, borrow, steal, reproduce, design...), Early Childhood Directors Association, 1986

BRIDGES

Medication Release

Name Time to be given Amount Initials of staff

Medication:

Monday:

Tuesday:

Wednesday:

Thursday:

Friday:

Comments:

Parent's Signature: ____________________________________

Date: ____________________________________